



# **East Gibson School District: Oakland City Elementary**

## **CNA/SIP FINAL REPORT**

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

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## **VISION OF EXCELLENCE**

Desired State of Oakland City Elementary

## **SCHOOL PROFILE**

Current State of Oakland City Elementary

## **CORE COMPETENCIES**

Area Descriptions & Gap Analysis

# **APPENDICES**

**Appendix A** – Data Dashboard

**Appendix B** – Report Card Analysis

**Appendix C** – Instructional Investigation

**Appendix D** – Curriculum Audit

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**EQUITABLE EDUCATION SOLUTIONS**  
PROMOTING LEARNING FOR ALL STUDENTS

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

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

Comprehensive Needs Assessment – School Improvement Plan Committee		
Name	Team Member Role	Stakeholder Representation
Matt Malin	Building Principal	Administrator
Sandy Engstrom	Second Grade Teacher	Teacher
Lauren Schmidt	Fourth Grade Teacher	Teacher
Teresa Barton	Special Education Teacher	Teacher
Layne Chapman	School Psychologist	Teacher
Andrea Brown	Sixth Grade Teacher/Parent	Teacher/Parent
Kendra Parke	Kindergarten Teacher/Parent	Teacher/Parent
Leslie Boyd	Third Grade Teacher/Parent	Teacher/Parent
McKenzie Woolsey	Community Member	Community Member

Comprehensive Needs Assessment – School Improvement Plan Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Matt Malin	Building Principal	Administrator
Lauren Schmidt	Fourth Grade Teacher	Teacher
Andrea Brown	Sixth Grade Teacher/Parent	Teacher/Parent
Leslie Boyd	Third Grade Teacher/Parent	Teacher/Parent
Kendra Parke	Kindergarten Teacher/Parent	Teacher/Parent

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

Comprehensive Needs Assessment – School Improvement Plan Social-Emotional Subgroup Committee		
Name	Team Member Role	Group Representation
Matt Malin	Building Principal	Administrator
Layne Chapman	School Psychologist	Teacher
Teresa Barton	Special Education Teacher	Teacher

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

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

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

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

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

Parent Stakeholder Group	Number of Participants: 40
Key Factors from Parent Inquiry Form	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>As is evidenced by culture and climate survey data, 95% of parents strongly agree or agree with the statement, <i>“Our school maintains a safe, orderly, and welcoming environment for parents and students.”</i></li> <li>As is evidenced by culture and climate survey data, 93% of parents strongly agree or agree with the statement, <i>“Our school supports students in valuing regular attendance.”</i></li> </ul>	<ul style="list-style-type: none"> <li>As evidenced by culture and climate survey data, 68% of parents strongly agree or agree with the statement <i>“The teachers promote clear academic and behavioral goals for all students.”</i></li> <li>As evidenced by culture and climate survey data, 58% of parents strongly agree or agree with the statement, <i>“Teachers use data from multiple assessments in order to support student’s individual learning needs.”</i></li> </ul>
Teacher Stakeholder Group	Number of Participants: 21
Key Factors from Teacher Inquiry Form	
Strengths	Opportunities for Improvement
<p>Data were collected via a 2019 Teacher Culture and Climate Survey:</p> <ul style="list-style-type: none"> <li>As evidenced by the survey, 67% of teachers strongly agree or agree with the statement, <i>“Our school procedures for promoting a safe learning environment, in which attendance is valued, are implemented consistently and communicated clearly to students, parents, and staff.”</i></li> <li>As evidenced by the survey, 57% of teachers strongly agree or agree with the statement, <i>Technology enhances the learning environment for our students and staff.”</i></li> </ul>	<p>Data were collected via a 2019 Teacher Culture and Climate Survey:</p> <ul style="list-style-type: none"> <li>67% of teachers disagree or strongly disagree with the statement <i>“Teachers have scheduled collaborations in order to engage in a systematic process for analyzing assessment data as it relates to planning instruction in order to meet the needs of all students.”</i></li> <li>47% of teachers disagree or strongly disagree with the statement <i>“Our professional development opportunities are beneficial and based upon the needs of our staff and students.”</i></li> <li>43% of teachers disagree or strongly disagree with the statement <i>“Our leadership team observes teachers on a short cycle basis in order to provide meaningful feedback and coaching aligned to best practices for instruction in the classroom.”</i></li> </ul>

Administrative Focus Group	Number of Participants: 1
Key Factors from Administrative Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>Administrators are focused on the whole child encouraging each child to have a goal of personal best.</li> <li>Growth is occurring with many students performing at or above grade level for ILEARN.</li> <li>Staff has demonstrated improvement in identifying priority standards, efforts to collaborate, and vertical alignment of curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>A consistent vision and approach for everyone to work together for the greater good of all.</li> <li>A process to update and complete current curriculum mapping focusing on alignment between instruction and assessment.</li> <li>Staff and students would benefit from the development and implementation of a consistent PBIS system.</li> </ul>
Student Focus Group	Number of Participants: 19
Key Factors from Student Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>Students have a clear understanding of behavioral expectations.</li> <li>Students feel safe and welcome at school.</li> <li>Students indicate that school values learning for all.</li> <li>Students note that they feel supported by faculty and staff.</li> <li>Students understand the purpose and value in assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Students lack an understanding of the intent and purpose of data collection and how it drives instruction.</li> <li>Students expressed a need for greater parental involvement in academic pursuits.</li> <li>Students indicated they would like to use technology in a more meaningful way.</li> <li>Students identified the need for relevant topics in curriculum development to increase student interest and understanding of how school relates to the real-world.</li> </ul>
Educator Focus Group	Number of Participants: 21
Key Factors from Educator Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>The hiring of new staff has improved building morale creating a positive environment for all.</li> <li>Increased attention to teacher collaboration has rendered successful results.</li> <li>Teachers feel appreciated by positive and encouraging administration.</li> <li>Clear expectations are communicated with staff providing the staff with opportunity for success.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers expressed a need for additional support in curriculum mapping with alignment between instruction and assessment.</li> <li>Teachers would benefit from an allotment of time to collaborate and review data.</li> <li>A routine coaching process that includes an observation and feedback cycle to improve instructional practices and effectiveness would be beneficial.</li> <li>Teachers indicated they desire a wider range of resources to provide students the support necessary to meet current instructional rigor.</li> <li>A process for communicating school improvement initiatives and action plans would elicit teacher buy-in.</li> </ul>

District Focus Group	Number of Participants: 1
Key Factors from District Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• OCE has had consistent and strong leadership.</li> <li>• Building principal has positive relationships with staff.</li> <li>• Teachers are eager to continue developing capacities and improve their practice.</li> <li>• Updated Title 1 programming has improved implantation of interventions and student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• OCE needs to undergo a process of curriculum mapping and tiered assessment development to create a balanced and viable curriculum.</li> <li>• OCE would benefit from developing are more explicit and targeted data collection system.</li> <li>• The incorporation of a SEL program would assist with the diverse needs of the student population.</li> </ul>

Date(s) of Instructional Examination	# of classrooms observed	Analysis of Classroom Examination
2/25 & 2/26/2019	13	Classroom Examination Analysis is located in <b>Appendix C</b> of the CNA-SIP.

### **Vision of Excellence**

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

Students at Oakland City Elementary School thrive in a safe, caring, positive learning environment that fosters the development of the whole child. Through the cultivation of a culture of trust and compassion, students flourish and grow. Students embrace the learning process by receiving sound instruction and adequate support to address their various needs which provides them with the necessary skills to build confidence and find success. Collaboration, hard work, perseverance, and the desire to learn and grow can be observed in all classrooms. By fostering the development of not only academic skills, but practical knowledge and social-emotional health, students embody a growth mindset and find the intrinsic motivation necessary to be successful, productive citizens beyond their time at Oakland City Elementary School.

Oakland City Elementary students are met with high expectations that include respect for their teachers and peers, responsibility for their learning, and a desire to improve the world around them. As a result, students are able to expand their capabilities and find success in all endeavors. Students actively seek answers and information and willingly share knowledge and collaborate with peers. By establishing strong relationships, they do not fear mistakes, but rather see them as an opportunity for growth. Students are active stakeholders in their learning, routinely reviewing their data to gain an understanding of their place in the learning progression, establish goals, and track their progress.

A culture of mutual respect and shared responsibility is maintained among all staff through a shared vision for Oakland City Elementary School. Members of the learning environment not only consider student development a priority, but also the continued development of their competencies as educators where evidence-based research drives their practice. Through this process, students are provided rigorous and relevant instruction and resources in which to engage and gain a deeper understanding of their learning through prioritized standards. In this environment, all stakeholders embrace the mindset of life-long learning that drives continued growth.

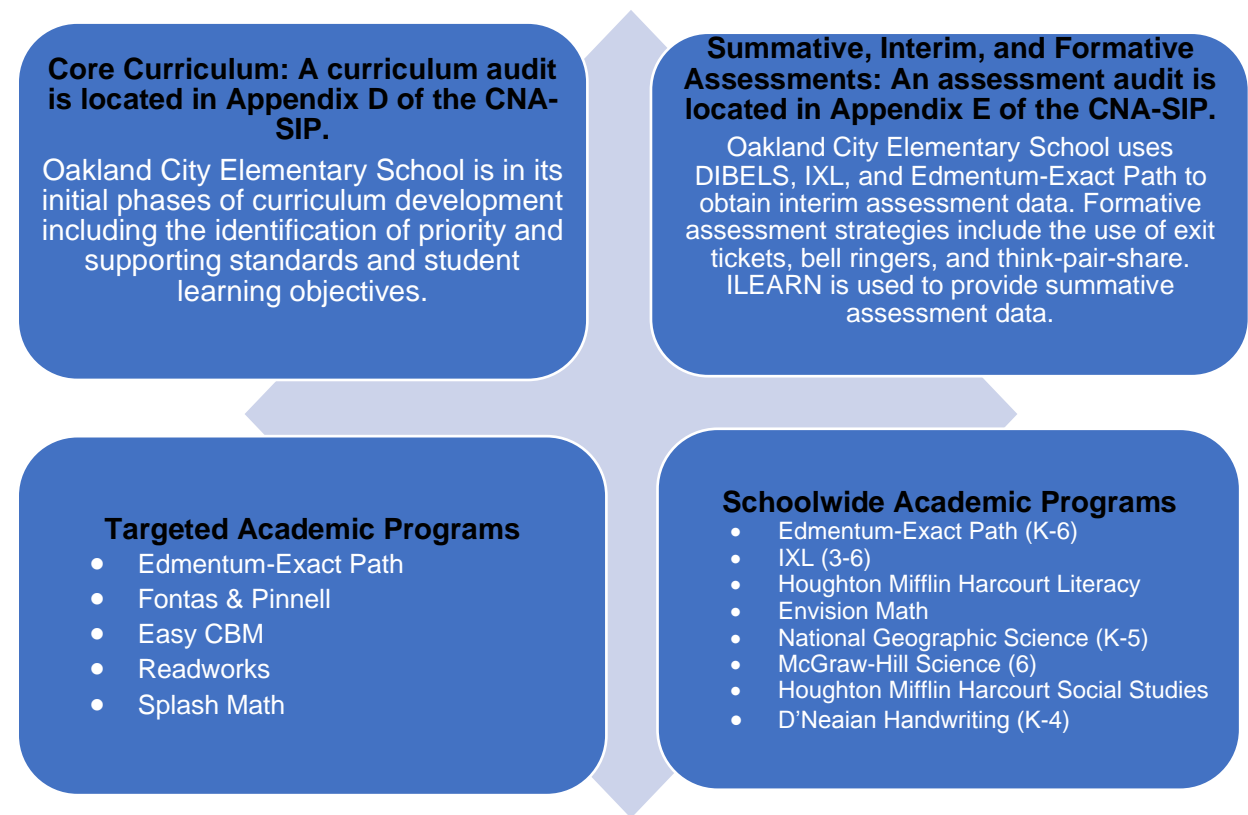
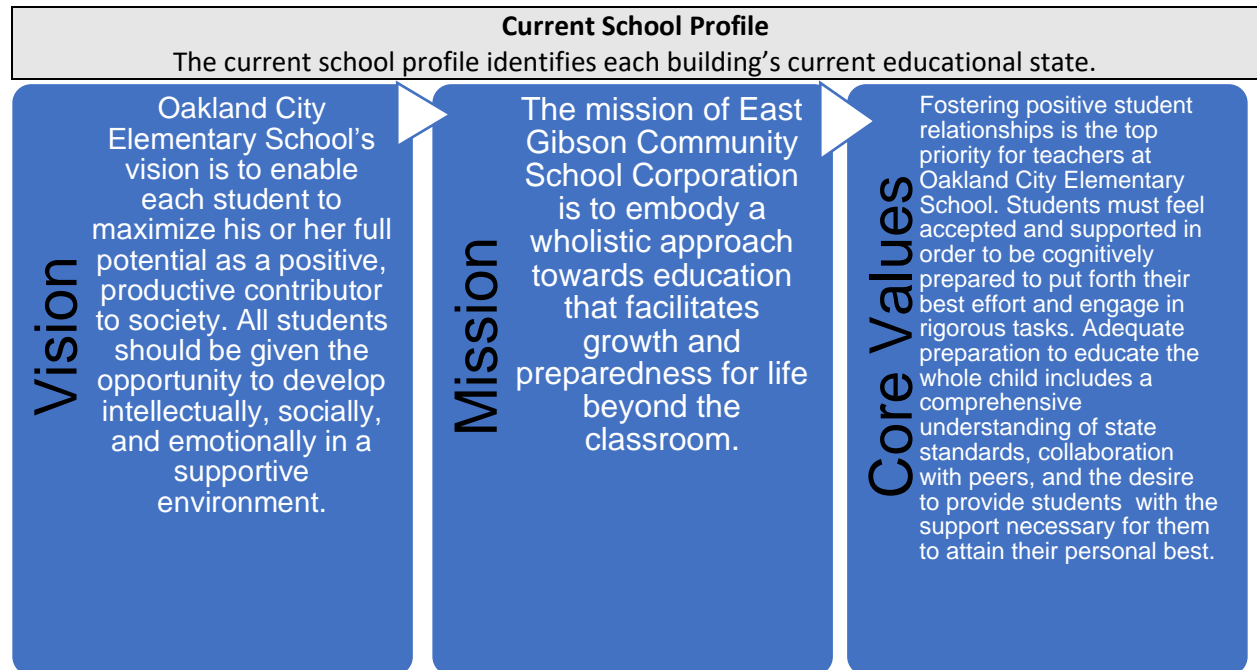
In order to strengthen support for all to achieve at high levels at Oakland City Elementary School, we will continue to strive towards a collective partnership with various community organizations. These partnerships with community members, local businesses, Oakland City University, and governmental entities will provide opportunities for both academic and social-emotional guidance for students, as well as professional learning cycles for staff to build their capacity on high impact instruction in the classroom. Specifically, staff will consistently receive development aimed at providing students opportunities to engage in project-based learning experiences which promote both academic and social-emotional

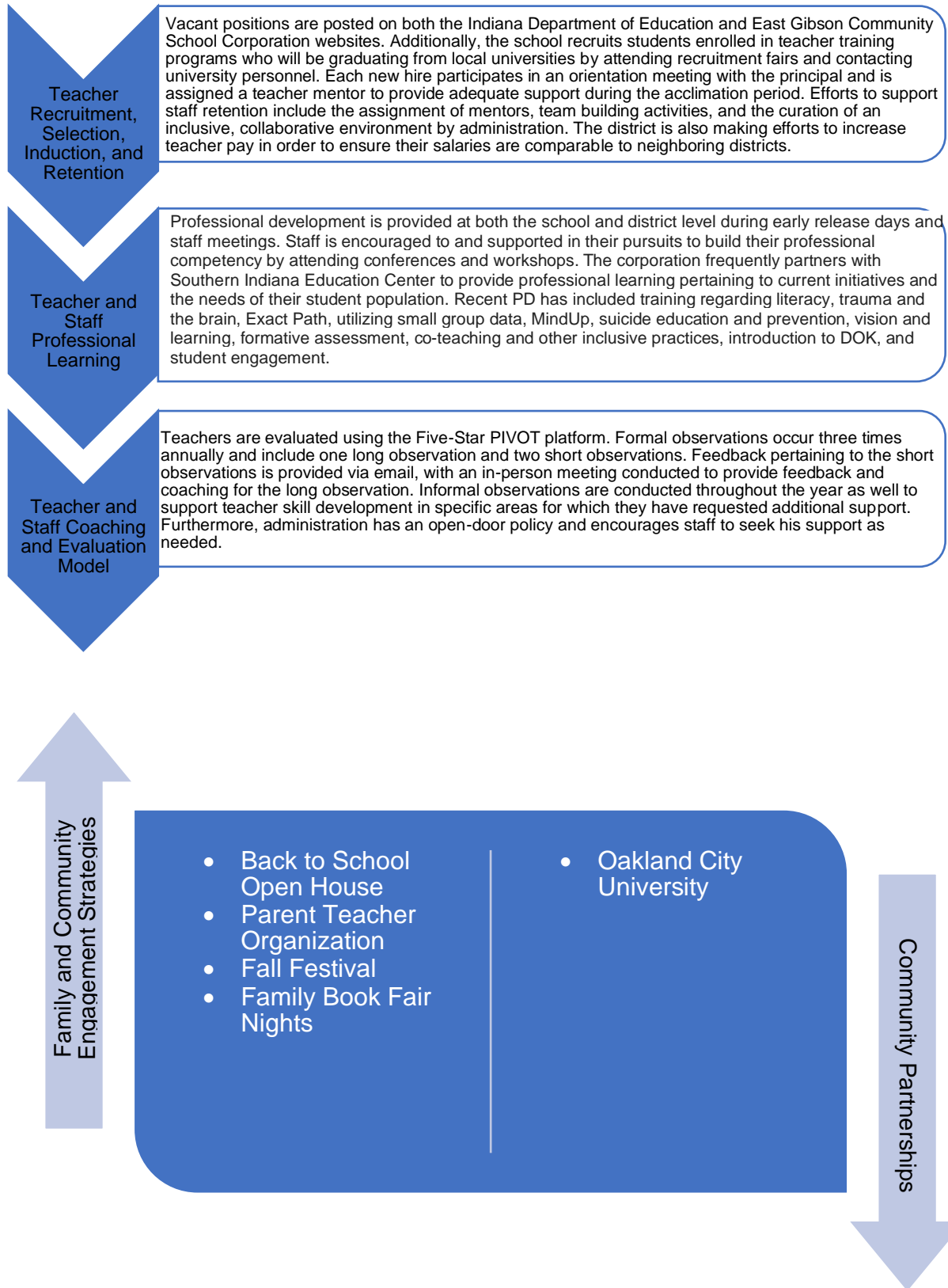
indicators. In this regard, school-wide initiatives hold an authentic purpose with reasonable, attainable goals that staff and students collectively work to attain.

To ensure sustainable change continues at Oakland City Elementary School, systems for continuous school improvement driven by data-based decision-making have been carefully crafted. Our success relies on the consistent analysis of student and building level data in order to plan for and implement evidence-based, measurable change. With the understanding that growth is enduring and from within, team members at Oakland City Elementary hold each other accountable to continue to build capacities. As a result, long-lasting, meaningful change occurs organically that will foster the ability to push students to achieve their personal best. Students will leave Oakland City Elementary capable and confident in their ability to achieve success on whatever path they choose.



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





### Current School Improvement Strategies

For the 2018-2019 school year, Oakland City Elementary School focused on increasing instructional rigor in the classroom by improving teacher understanding of and ability to incorporate strategies to foster greater Depth of Knowledge in the development of curriculum and instruction, communicating learning objectives with students to apprise them of learning goals, and improving the effectiveness of the use of technology during instruction. In addition, the building principal and Title 1 team restructured the process of identifying student eligibility for Title 1 services, incorporating a greater level of data analysis to identify and support planning.

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

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

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

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

The root cause analysis for each focus area description can be located in **Appendix F** of the CNA-SIP.

Focus Area Description #1	Indiana state assessment data reveals that a low percentage of Oakland City Elementary students are demonstrating proficiency in English/Language Arts (ELA) and Mathematics. On the 2017-2018 administration of the assessment, 47.10% of students attained a passing score for ELA, while 39.35% of students attained a passing score for Math. An increase in proficiency rates in both areas was observed from the 2015-2016 SY to the 2016-2017 SY; however, a decrease of 9.39% in ELA and 15.2% in Math was observed from the 2016-2017 SY to the 2017-2018 SY. Due to declining proficiency rates for both ELA and Math, Oakland City Elementary will focus on increasing proficiency rates for both academic areas for the 2019-2022 school years.
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Focus Area Description #2	<p>Data trends reveal a disproportionate number of Oakland City Elementary students are exhibiting low growth in ELA and Mathematics on the annual state assessment. In ELA, the percentage of students receiving a low growth rate in 2017-2018 was 51.33%. Conversely, the percentage of student attaining a high growth rate on the ELA assessment for the 2017-2018 SY was 26.55%, which was an 11.77% decrease from the previous year. The percentage of students in Math receiving a low growth rate for the 2017-2018 SY was 61.06%. Again, a decrease in the percentage of students demonstrating high growth was observed with 18.58% of students exhibiting high growth, a 10.12% decrease from the previous year. Due to an increase in the number of students receiving low growth in both academic areas, Oakland City Elementary will take measures to increase the number of students receiving standard and high growth in both ELA and Math.</p>
Focus Area Description #3	<p>The model attendee rate at Oakland City Elementary for the 2017-2018 school year was 66.7%, which is 13.3% from the state goal of 80%. Additionally, various sources of qualitative data collected throughout the comprehensive needs assessment including instructional investigations, teacher focus groups, student focus groups, and leadership discussions reveal the need for additional behavioral and social-emotional support. Thus, beginning with the 2019-2020 school year Oakland City Elementary will take steps to create a system of wrap around supports to meet the behavioral and social-emotional needs of all students.</p>
Focus Area of Identified Subgroup	<p>The subgroups of special education (SPED) and free and reduced lunch (FRL) at Oakland City Elementary received low overall point values with both subgroups earning an F letter grade on the federal accountability report. Upon examination of their growth toward proficiency on the state standardized assessment, 43.48% of the SPED student group demonstrated low growth, while 46.34% of the FRL student group demonstrated low growth. Due to both student groups presenting low overall point values on the federal accountability model, along with a high percentage of students in each student group receiving low growth on state assessments, Oakland City Elementary will focus on increasing the percentage of students in both subgroups demonstrating high growth to proficiency on English/ Language Arts and Math state standardized assessments for the 2019-2022 school years.</p>

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

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

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

## Core Competency Area Descriptions and Gap Analysis

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

<b>Safe Learning Environment</b>		
<p>Oakland City Elementary is committed to ensuring a safe and disciplined learning environment. Expectations within the classroom, as well as other areas, have been defined through student and teacher handbooks. Oakland City Elementary actively seeks to remain informed of and align school policy with state and federal initiatives to ensure student and teacher safety. Expectations are communicated with students and families through student handbooks, classroom expectations, and programming that delivers expected behaviors. PBIS initiatives have been instituted, as well as a new SEL Program, MindUp. The MindUp Program facilitates the identification of students in need of support and provides an instructional framework for behavioral modification and developing social-emotional capacities. Students also receive numerous incentives to encourage appropriate behaviors and emotions including Gold Cards awarded for good behavior or actions, nine-week citizenship awards, and nine-week incentives, etc.</p>		
	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
<p><b>Focus Area Description #1</b> Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>School procedures and rules are in place to ensure students are safe and ready to learn.</p>	<p>Instructional time is lost for all when students engage in disruptive behavior, as well as the loss of instructional minutes for those students upon their removal.</p>
<p><b>Focus Area Description #2</b> Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Teachers understand expectations and promote a safe environment; therefore, students feel safe and supported in the learning environment.</p>	<p>Consistent behavioral expectations between classrooms are not present.</p>
<p><b>Focus Area Description #3</b> Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>An understanding of how important PBIS/SEL is for a safe learning environment resulting in students feeling safe and welcome at school.</p>	<p>Teachers do not consistently and effectively implement positive behavior supports.</p>
<p><b>Subgroup Focus Area</b> Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>SPED and FRL students receive additional behavioral support through school services.</p>	<p>Identified gaps in current services that do not effectively reach SPED and FRL students.</p>

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

<b>System for Attendance Practices</b>		
<p>Student attendance is tracked through Harmony, as well as, recorded by individual teachers. An absence is excused when a child and/or parent presents a doctor’s excuse, a phone call is made to the school concerning the absence, or a note is brought in with an explanation of the absence. The absence is identified as unexcused if the parent fails to contact the school. Harmony allows the attendance of subgroups to be tracked for data analysis. Phone calls are made to parents whose child is unexcused with letters being sent to parents when a child reaches 7, 14, and 20 unexcused absences. The school resource officer is utilized with the principal to make home visits for chronic absenteeism. Oakland City Elementary stresses attendance and encourages promptness. By encouraging these character traits, the school sets the foundation for students to be in class to receive the maximal instruction time provided.</p>		
	Benefits of the Current System for Attendance Practices	Identified Gaps in the Current System for Attendance Practices
<p>Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>Through Harmony teachers can access attendance data for individual students.</p>	<p>State assessment data reveals current attendance practices are not adequately reducing chronic absenteeism.</p>
<p>Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Teachers and school staff adequately support students who have been absent to ensure they do not fall behind.</p>	<p>A system does not currently exist for teachers and staff to routinely review attendance data to identify at-risk students.</p>
<p>Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>New SEL Program promotes attendance and provides students with initiatives to attend school.</p>	<p>A system does not exist to track current student data for improving attendees.</p>
<p>Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>Special Education students have excellent attendance in current system.</p> <p>Data pertaining to the attendance for subgroups is available through Harmony.</p>	<p>Initiatives have not been put into place to decrease tardiness for subgroups.</p> <p>Subgroup data are not routinely reviewed.</p>

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

<b>Curriculum</b>		
<p>Oakland City Elementary recently underwent a process of curriculum mapping during which priority and supporting Indiana Academic Standards (IAS) and student learning objectives were identified. Continued refinement to develop relevant units of study and update assessment practices is needed. Oakland City Elementary incorporates numerous strategies and approaches to promote individual responsibility for learning and personal actions through classroom goals, standards, and expectations. Tier 1 instruction includes the use of Edmentum/Exact Path Programming, Study Island, IXL, Math and ELA Programming, Easy CBM Math Programming, and LLI in order to support the varying need of our students. In addition, we have found that all of these programs correlate with state standardized testing which supports the progression towards mastery of the ISAS. These resources also support our remedial efforts as OCE has found these programs to provide effective intervention in promoting student success. Culturally responsive curricular materials are provided through the textbook adoption process to ensure all students are receiving and understanding of cultural differences.</p>		
	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
<p><b>Focus Area Description #1</b> Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>Current curriculum maps are aligned to state standards with the identification of priority and supporting standards initiated.</p>	<p>The curriculum does not reflect the needed changes to accommodate the new state assessment (ILEARN) The curriculum maps do not contain several core curriculum elements.</p>
<p><b>Focus Area Description #2</b> Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Staff actively promotes, encourages, and celebrates growth in each student.</p>	<p>Teachers lack time to review data to identify specific needs of students.</p>
<p><b>Focus Area Description #3</b> Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>Incorporation of the MindUp program supports students social-emotional needs.</p>	<p>The curriculum maps do not currently contain social-emotional learning indicators nor employability skills.</p>
<p><b>Subgroup Focus Area</b> Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>Curricular needs are reviewed through the support of Title 1 and SPED.</p>	<p>Staff lacks an understanding of how to maintain high expectations for SPED and FRL students while continuing to meet their diverse needs.</p>

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

<b>System for Assessment aligned to Data Analysis</b>		
<p>Oakland City Elementary uses a variety of interim assessments to obtain student level data pertaining to the progression towards mastery of ISAS. Edmentum/Exact Path is administered building wide once per quarter due its correlation with ILEARN and ability to predict future success on the assessment. Classroom teachers administer IXL assessments at their discretion to guide instructional decision making on a shorter cycle. DIBELS is administered for kindergarten through second grade to evaluate the development of reading fluency and phonics skills, with the STAR assessment administered building wide to evaluate reading comprehension. Teacher created assessments are also used to evaluate students' acquisition of student learning objectives. The previously mentioned assessments are utilized to identify gaps in instruction and develop targeted remediation. Teachers are provided professional development and support through Five Star Pivot's Data Warehouse. Formative assessments are administered as the teacher sees fit with the staff utilizing assessment strategies such as bell ringers and exit tickets. While PD has been provided on formative assessment, continued support needs to be provided regarding the process of analyzing student level data to drive instructional decision making. Data are most often reviewed by the principal and teachers individually rather than collaboratively, with some collaboration occurring through the use of shared documents via the school's Google Drive.</p>		
	<b>Benefits of the Current Plan for Assessment</b>	<b>Identified Gaps in the Current Plan for Assessment</b>
<p><b>Focus Area Description #1</b> Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>ILEARN data is delivered and provided to teachers.</p>	<p>A concerted effort to use assessment data to drive instruction is lacking.</p>
<p><b>Focus Area Description #2</b> Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Teachers are information of current growth data. The school utilizes a variety of programs to gather formative and interim data that can be used to analyze student growth.</p>	<p>Not all grade levels are effectively using data to drive instruction and promote student learning. A schoolwide system and allotment of time to analyze student level data and provide targeted intervention is not available.</p>
<p><b>Focus Area Description #3</b> Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>SEL data are recorded in Harmony and through teacher records.</p>	<p>SEL data must be more detailed and consistent.</p>
<p><b>Subgroup Focus Area</b> Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>School leadership team has begun developing strategies to examine state assessment data for all subgroups.</p>	<p>Data for subgroups is limited prior to the 2017-2018 school year. Subgroup data needs to be analyzed with greater depth and intentionality.</p>



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

<b>Instruction</b>		
<p>Current initiatives implemented by Oakland City Elementary to increase authentic student engagement include the incorporation of the MindUp program which fosters authentic student engagement by providing teachers with relevant student background information. Teachers will also have opportunities to practice and apply strategies obtained through professional development and trainings to increase their capacity to drive student engagement. Teachers and staff will bridge cultural differences by utilizing the MindUp program to increase their understanding of the differences in cultures. It also encourages communication and provides a framework for discussion with students who are culturally diverse.</p> <p>Oakland City Elementary has been engaged in a process of professional learning to build teachers' capacity to increase the level of instructional rigor in the classroom. Teachers are expected to utilize strategies learned in PD or within the curriculum to challenge students with level 3 and 4 on the depth of knowledge progression in contrast to providing material solely at a level 1 or 2. Teachers should incorporate questions that encourage the development of critical thinking skills on all tests and quizzes. Instruction during individual lessons will be monitored and adjusted through the use of daily assessments including bell ringers, exit tickets, quizzes, worksheets, and observation to evaluate student understanding of a specific skill or standard. Teachers should be willing to incorporate alternative instructional strategies if students do not grasp the concept with the current form of instruction. In order to support teachers to add variety to their instructional strategies, professional development on differentiation of instruction has been provided. Furthermore, teacher evaluations encourage teachers to vary their instructional strategies to meet the needs and interests of students. Additional strategies that are utilized to accommodate diverse learning styles and language proficiency include small groups instruction, the incorporation of technology, PLTW initiatives, performance-based learning, and a greater understanding student's interests. Oakland City Elementary is also cognizant of students' language proficiency and attempts to meet the needs of those students through a variety of means including targeted curriculum, support programs, and family engagement to foster language acquisition and development.</p> <p>Although a school wide system for utilizing data to inform and adjust instruction does not currently exist, teachers are using a variety of classroom specific assessments to collect formative data and inform classroom instruction. A number of digital learning programs also provide additional data points used to further inform instructional practices. Teacher evaluations and the resulting feedback provide the basis to ensure teachers vary their instructional strategies, use data to inform instruction, and teach to the rigor of the Indiana academic standards.</p>		
	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.	Current plan addresses the benefits of reaching each student through varied instructional strategies which can increase understanding and ILEARN proficiency.	Core instruction is not addressing the rigor required by the Indiana Academic Standards. Priority standards are not sufficiently acting as drivers of instruction.

<p>Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>The use of digital learning programs results in Tier II differentiation of instruction in ELA and Math.</p>	<p>A schoolwide system to analyze student level data to identify specific needs and develop targeted interventions is not currently in place.</p>
<p>Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>The MindUp program is utilized building wide to provide instruction on the behaviors and skills students need to be successful in the classroom.</p>	<p>Social-emotional learning indicators are not currently incorporated in the design of instruction.</p>
<p>Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>Teachers have multiple data sources that can be utilized to identify underperforming students.</p>	<p>Subgroup data are not currently analyzed to determine specific needs of students and design remediation to support the mastery of the prioritized standards.</p>

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

<b>Cultural Competency</b>		
<p>Oakland City Elementary will continue in its effort to promote cultural awareness and acceptance. Classroom assignments, programs, projects, and school events will encourage and expand cultural understanding. With the support of Oakland City University, additional opportunities to cultivate cultural knowledge can be provided.</p> <p>To further support our students of diverse cultural backgrounds, Oakland City Elementary will analyze student subgroup data through the use of a variety of digital assessment platforms to determine disparities/differences in test scores and academic achievement between racial, gender, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups within the student population. Professional development in many areas, particularly pertaining to cultures that are represented in our student population, is needed in order to build the staff's cultural competency.</p>		
	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
<p>Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>Recognizes the current cultural differences within our enrollment and their ILEARN scores. Leadership team recognizes the need for additional professional development to improve cultural competency.</p>	<p>Increased awareness and effort to meet the needs of the students with cultural differences.</p>
<p>Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Student growth is supported with the differentiations that are inherently embedded in utilized digital learning tools.</p>	<p>The need to incorporate data in the design of instruction to meet the needs of our culturally diverse students exists.</p>
<p>Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>School leadership and teaching staff can speak fluently to the connection social-emotional learning plays in student academic success. MindUp and SEL programming should help realize and celebrate the cultural differences within our school.</p>	<p>Teacher and leadership focus groups reveal the need for training and support concerning the incorporation of social-emotional learning indicators into instruction. Resources lack cultural relevance and thus fail to help students connect to the content and find the relevance it has to their lives.</p>
<p>Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>School staff recognizes the importance of supporting SPED and FRL students in Tier 1 instruction.</p>	<p>Teacher and leadership focus groups reveal the need for training and support concerning generational poverty.</p>

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

<b>Family and Community Engagement</b>		
<p>In order to maximize the engagement of family and community members, Oakland City Elementary has focused on greater and more effective communication. OCE parents and teachers discuss the educational progress of each child through teacher notes, school notes, mid-terms, report cards, conferences, technology applications, School Reach phone service, telephone calls, and several other forms of communication. Community and school events are arranged to encourage family engagement including the fall festival, athletic events, music programs, field trips, and our Parent-Teacher Organization. Families are also encouraged to participate in Book-It programs for literacy, Accelerated Reader, and classroom assignments. Due to the size of the school and community, many parents feel comfortable addressing their concerns with the administration and teachers. OCE has utilized surveys, phone calls, and personal meetings to address parents' hopes, concerns, and suggestions. Parents are informed of services offered by the school through flyers, notes, letters, phone call, posts on social media, and schoolwide communication applications. OCE has taken proactive measures to accommodate for the diverse needs of our families by having members on staff who can translate written and spoken communication. Procedures are in place to address the needs of diverse families when no one on staff has the capacity to meet their needs.</p>		
	<b>Benefits of the Current Plan for Family Engagement</b>	<b>Identified Gaps in the Current Plan for Family Engagement</b>
<p>Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>The school actively communicates with parents using multiple modes of communication.</p> <p>Opportunities are provided for parents to understand the ILEARN test and scoring.</p>	<p>Many parents do not take advantage of opportunities to use the school as a resource or to collaborate.</p>
<p>Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>Parents are frequently apprised of student progress and are contacted when concerns arise.</p>	<p>Teachers are often discouraged by the lack of parental academic support and express frustration with the inability to connect with student's parents.</p>
<p>Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>Programming informs parents of services and tactics being utilized</p>	<p>Lack of home-school collaboration impedes progress toward behavioral and social-emotional initiatives.</p>
<p>Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>Parents of students in the FRL and SPED subgroups receive consistent communication regarding their child's progress and performance.</p>	<p>Lack of parental response to attempts to communicate.</p>

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

<b>Technology</b>		
<p>East Gibson School Corporation, including Oakland City Elementary, is currently in the process of becoming a one-to-one corporation. This has provided greater availability and opportunity for students to access technology. Students have immediate access to programs including IXL and Edmentum/Exact Path, which support teachers initiatives to transition to a blended learning environment and individualized instruction. These programs provide immediate feedback for teachers who can utilize the data to identify areas of growth and gaps in skill development. PD will also be offered periodically to inform/instruct teachers how to use technology within the classroom.</p>		
	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
<p>Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.</p>	<p>Leadership and teacher staff understand the importance of technology to enhance ILEARN proficiency.</p> <p>A number of digital learning tools are available to support Tier 1 instruction.</p>	<p>Teaching staff has limited availability of technology and/or ability to effectively incorporate the use of technology in instruction. Students express frustration with the lack of engagement when using many of the utilized digital learning tools.</p>
<p>Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.</p>	<p>The school is working towards one to one technology. The use of a variety of digital learning tools provide the teachers with an abundance data to drive remedial efforts.</p>	<p>The data from digital learning tools is not being collaboratively analyzed and used to drive instruction.</p>
<p>Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.</p>	<p>Teachers recognize that devices create opportunities to differentiate instruction.</p>	<p>School is lacking a clearly defined system to educate students on digital citizenship.</p>
<p>Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.</p>	<p>The use of technology creates opportunities to support tier 1 and tier 2 instruction for students whose data identifies a lack of proficiency and/or growth.</p>	<p>Teachers are in need of training and supports concerning instructional strategies that will most effectively address low performing students.</p>

Describe how the school will help preschool children transition to elementary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

<b>Transitional Supports</b>		
Oakland City Elementary supports preschool children transitioning to kindergarten by holding a Kindergarten Roundup, providing school tours for students and families, and hosting Open Houses for incoming students both prior to and at the beginning of the school year. At the inception of the school year, kindergarten teachers and support staff work closely with students and families to build relationships and communicate expectations as the students become acclimated to the routines and procedures present at school.		
	Benefits of the Current Plan for Transitional Supports	Identified Gaps in the Current Plan for Transitional Supports
Focus Area Description #1 Students are demonstrating a steady decline in proficiency rates with an overall decrease of 9.39% on the ELA state standardized assessment and 15.2% on the Math state standardized assessment.	The school has a detailed plan in place concerning transitional supports in place for incoming kindergarten students.	Students are entering school without appropriate background knowledge.
Focus Area Description #2 Approximately 56% of students are demonstrating low growth in both Math and ELA on the state standardized assessment.	The school has a detailed plan in place concerning transitional supports in place for incoming kindergarten students.	Students are failing to make the necessary academic gains for future success.
Focus Area Description #3 Oakland City Elementary seeks to create a system for providing all students with behavioral and social-emotional support, which will include supports for promoting persistent and improving attendees.	Through the use of MindUp, teachers are providing students with social-emotional and behavioral supports.	Social-emotional learning indicators are not explicitly identified in the current curriculum.
Subgroup Focus Area Both the special education student group and free and reduced lunch student group demonstrated low growth rates of 43.48% and 46.34% respectively.	Additional supports are available to support parents of students in the SPED and FRL subgroups.	Students are entering school lacking the skills and traits necessary to thrive socially and academically. Lack of parental support during the transition to kindergarten and to support the development of school appropriate behaviors.

Describe the evidence-based interventions that will be used to improve the overall educational program, with a focus on improving the achievement of the school's lowest-achieving students.

Demonstrate how these evidence-based interventions are linked to the priorities identified through the CNA. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Describe the strategies, programs, and services that will be utilized as well as an overview of the activities that will be utilized to implement these strategies, programs, and services.

Describe how the impact of professional development will be evaluated.

Describe how professional development opportunities will be provided to staff to improve instruction using student assessment data.

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

Describe objectives for a three-year period of time.

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

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

## Comprehensive School Improvement CNA/SIP

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

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

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

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

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

Describe how the impact of professional development will be evaluated.  
(*Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program*)

The professional development plan and implementation roadmap is located in **Appendix G** of the comprehensive needs assessment- school improvement plan.

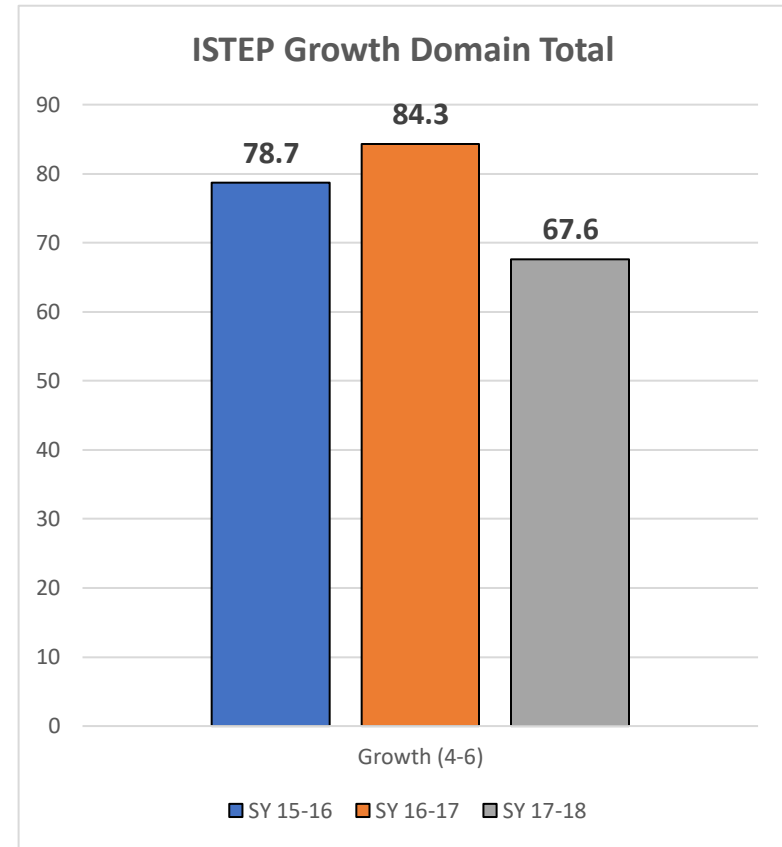
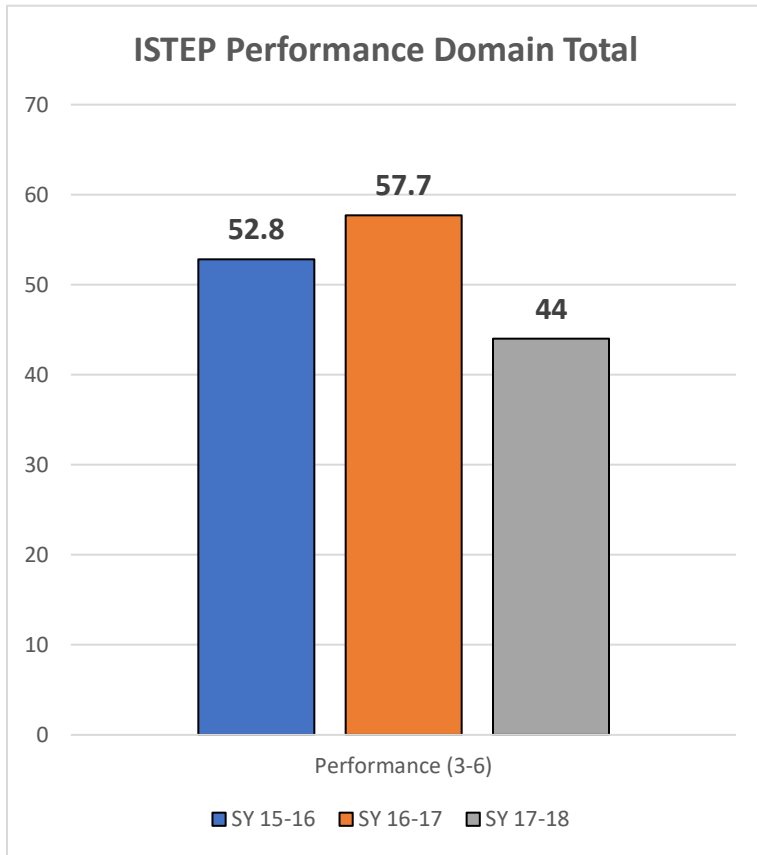
# APPENDIX A SCHOOL PROFILE

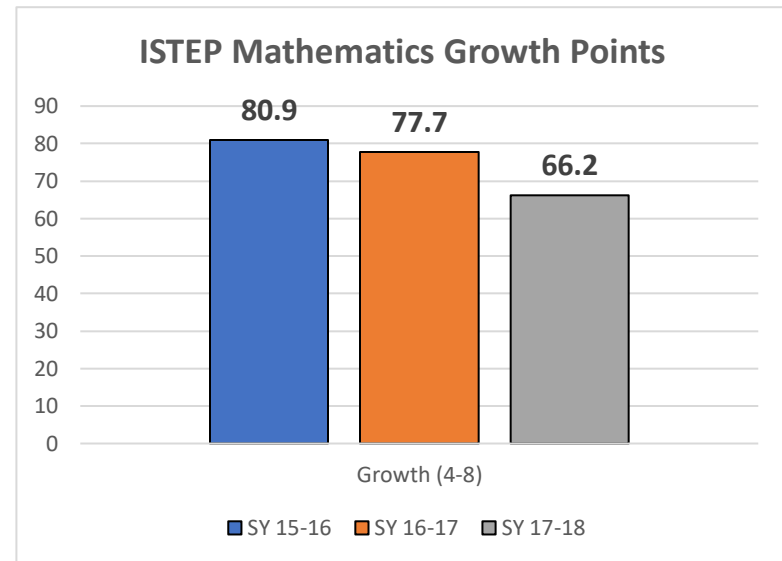
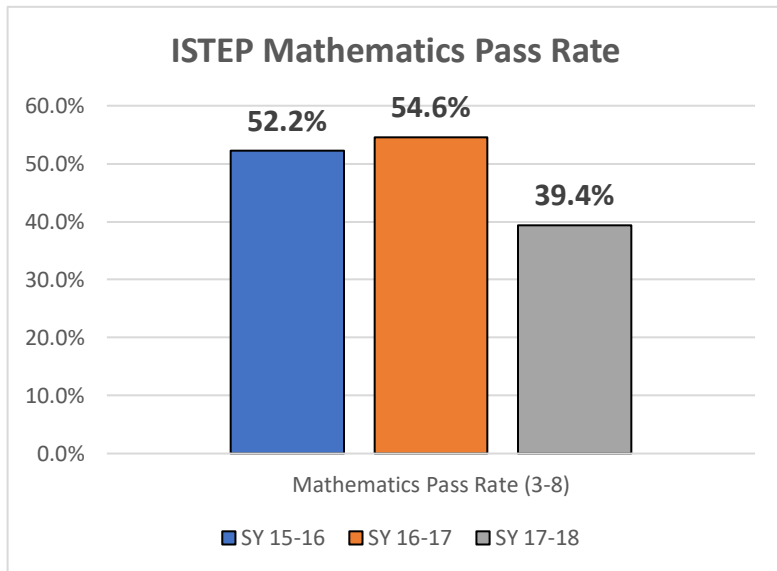
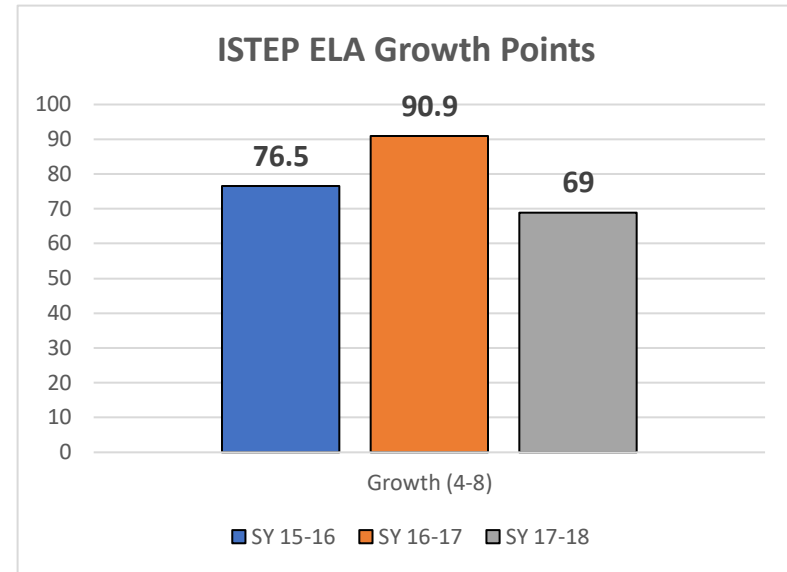
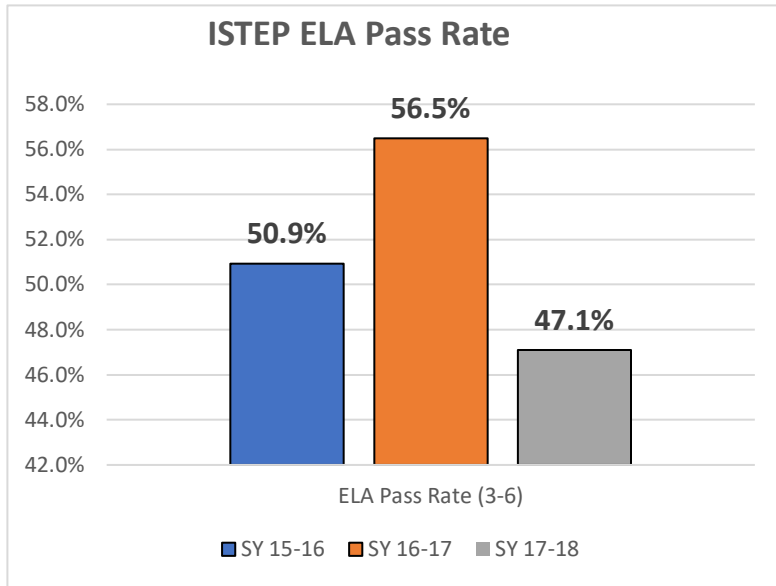
# DATA DASHBOARD





## ISTEP Performance and Growth-3 Year Trends





Grade 3-8 Performance statewide averages can be found [HERE](#)

ISTEP Academic Outcomes-Mathematics

		All students	Male	Female	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Black or African American	Hispanic or Latino	White	Two or more races	General Education	Exceptional Learners	Non-English Language Learners	English Learners	Qualify for Free or Reduced Priced Meals	Homeless Students	Migratory Students
15-16	Overall % proficient	53.8	47.7	59.5						53.3		65.1		53.8		49.3		
	Grade 3 % proficient	47.4	42.9	53						58.3		45.7		47.4		46.9		
	Grade 4 % proficient	80.6	82	79						80.6		92.3		80.6		71.4		
	Grade 5 % proficient	53.3	45.8	59.5						52.3		56.8		53.3		---		
	Grade 6 % proficient	35.1	28.6	43.8						35.1		54.5		35.1		---		
16-17	Overall % proficient	54.8	54.7	57.4						65.2		69.1		57.1		47.7		
	Grade 3 % proficient	50	50	53.8						47.2		55.6		50		64.7		
	Grade 4 % proficient	54.1	40.9	71.4						52.9		72		55.6		68.8		
	Grade 5 % proficient	53.3	58.9	52.4						56.8		69.2		55.3		44		
	Grade 6 % proficient	58.5	61.9	55						57.5		63.6		58.5		55		
17-18	Overall % proficient	39	38.5	38.2						40.8		48.6		39		23.7		
	Grade 3 % proficient	37.1	23.9	50						40.6		50		37.1		31.6		
	Grade 4 % proficient	47.8	51.7	41.2						50		48.5		47.8		70		
	Grade 5 % proficient	45.8	20	21.4						46.3		---		---		---		
	Grade 6 % proficient	48.7	55	42.1						50		65.4		48.7		36.6		



ISTEP Academic Outcomes-English Language Arts

		All students	Male	Female	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Black or African American	Hispanic or Latino	White	Two or more races	General Education	Exceptional Learners	Non-English Language Learners	English Learners	Qualify for Free or Reduced Priced Meals	Homeless	Migratory Students
15-16	Overall % proficient	51.35	42.3	59.5						50.7		67.9		51.3		50.7		
	Grade 3 % proficient	44.7	38.1	53						42.9		66.7		44.7		46.9		
	Grade 4 % proficient	66.7	71	63.2						66.7		80.8		66.7		61.7		
	Grade 5 % proficient	46.7	37.5	57.1						45.5		54.1		46.7		50		
	Grade 6 % proficient	48.6	33.8	68.8						48.6		77.3		48.6		47.6		
16-17	Overall % proficient	56.8	50	63.2						45.2		57.3		46.8		38.6		
	Grade 3 % proficient	66.7	61.5	76.9						45.7		48.7		57.7		64.7		
	Grade 4 % proficient	54.1	41.7	71.4						44.1		64		47.2		45.2		
	Grade 5 % proficient	42.1	35.3	47.6						40.5		50		39.5		52.6		
	Grade 6 % proficient	63.4	52.4	75						62.5		69.7		63.4		60		
17-18	Overall % proficient	46.5	40.7	52.9						48.3		57.9		46.5		36.6		
	Grade 3 % proficient	54.3	41.2	66.7						56.3		68.2		54.3		52.6		
	Grade 4 % proficient	45.7	41.3	52.9						47.6		51.5		45.7		41		
	Grade 5 % proficient	30.8	32	28.6						31.4		42.3		30.8		---		
	Grade 6 % proficient	56.4	55	57.9						57.9		73.1		56.4		44		

**IREAD Academic Outcomes**

		All students	Male	Female	American Indian or Alaska Native	Asian	Native Hawaiian or other Pacific Islander	Black or African American	Hispanic or Latino	White	Two or more races	General Education	Exceptional Learners	Non-English Language Learners	English Learners	Qualify for Free or Reduced Priced Meals	Homeless Students	Migratory Students
15-16	IREAD % Proficient	68.4								68.4		87.5		68.4		60		
16-17	IREAD % Proficient	89.7								91.9		87.9		100		100		
17-18	IREAD % Proficient	77.1								78.8		100		77.1		66.7		

## Student Demographics

	15-16 School Year		16-17 School Year		17-18 School Year	
	# of students	Percentage	# of students	Percentage	# of students	Percentage
<b>All students</b>	289		297		307	
<b>Male</b>	166		167		183	
<b>Female</b>	123		130		124	
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Native Hawaiian or other Pacific Islander</b>						
<b>Black or African American</b>	1		2		2	
<b>Hispanic or Latino</b>	3		6		7	
<b>White</b>	279		280		283	
<b>Two or more races</b>	6		9		15	
<b>Exceptional Learners</b>						
<b>English Learners</b>						
<b>Qualify for Free or Reduced Priced Meals</b>						
<b>Homeless Students</b>						
<b>Migratory Students</b>						

**Student Attendance and Behavior**

	Average daily attendance	% tardy	% of students approaching chronically absent (missing 5-9% of total school days)	% of students chronically absent (missing 10% or more of total school days)	% of students truant
<b>2015-2016</b>	96.2%				
<b>2016-2017</b>	96.8%				
<b>2017-2018</b>	96.3%				

	<b>SY15-16</b>	<b>SY16-17</b>	<b>SY17-18</b>
	# of incidents	# of incidents	# of incidents
<b>Incidents of bullying</b>	1	1	2
<b>Restraints and seclusions</b>	10	15	13
<b>Illicit drug related</b>			
<b>Alcohol related</b>			
<b>Weapons possession</b>			
<b>Violent incident with physical injury</b>	1		
<b>Violent incident without physical injury</b>		1	1
<b>Disruption of class</b>			1
<b>Other</b>			

	<b>SY15-16</b>	<b>SY16-17</b>	<b>SY17-18</b>
	# of consequences	# of consequences	# of consequences
<b>Out of school suspension</b>	1	1	7
<b>In school suspension</b>			
<b>Removal to an interim alternative education setting</b>			
<b>Expulsion with services</b>			
<b>Expulsion without services</b>			
<b>Community service</b>			
<b>Juvenile justice referral</b>			
<b>Law enforcement referral</b>			
<b>Restitution</b>			
<b>Substance abuse counseling</b>			
<b>Substance abuse treatment</b>			
<b>Conflict resolution</b>			
<b>Counseling</b>			
<b>Other (Add description)</b>			
<b>Other (Add description)</b>			

		Out of school suspensions (# and %)	In school suspensions (# and %)	Removal to an interim alternative education setting	Expulsion with services	Expulsion without services
15-16	American Indian or Alaska Native					
	Asian					
	Native Hawaiian or other Pacific Islander					
	Black or African American					
	Hispanic or Latino					
	White	1				
	Two or more races					
	Exceptional Learners					
	English Learners					
	Homeless Students					
	Migratory Students					
	American Indian or Alaska Native					
	Asian					
	Native Hawaiian or other Pacific Islander					
	Black or African American					
	Hispanic or Latino					



16-17	White	1				
	Two or more races					
	Exceptional Learners					
	English Learners					
	Homeless Students					
	Migratory Students					
17-18	American Indian or Alaska Native					
	Asian					
	Native Hawaiian or other Pacific Islander					
	Black or African American					
	Hispanic or Latino					
	White	7				
	Two or more races					
	Exceptional Learners					
	English Learners					
	Homeless Students					
Migratory Students						

**Staff Demographics and Profile**

	SY15-16		SY16-17		SY17-18	
	# of instructional staff	Percentage	# of instructional staff	Percentage	# of instructional staff	Percentage
<b>All instructional staff</b>	24		23		23	
<b>Male</b>						
<b>Female</b>						
<b>American Indian or Alaska Native</b>						
<b>Asian</b>						
<b>Native Hawaiian or other Pacific Islander</b>						
<b>Black or African American</b>						
<b>Hispanic or Latino</b>						
<b>White</b>	24	100	23	100	23	100
<b>Two or more races</b>						

	SY15-16			SY16-17			SY17-18		
	0-1	2-5	5+	0-1	2-5	5+	0-1	2-5	5+
<b>For instructional staff</b>									
<b># of years in the classroom</b>	1	9	13	0	6	17	0	4	19
<b># of years at this school</b>	1	6	17	0	6	17	0	4	19

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



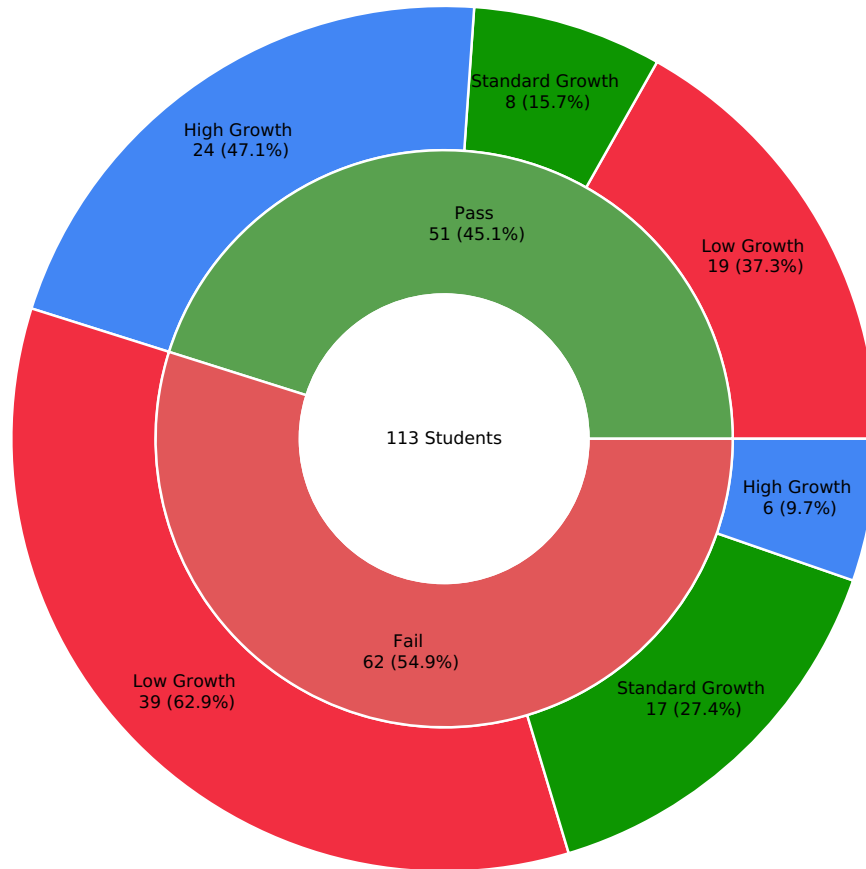


# Appendix B

## Report Card Analysis

## Oakland City Elementary School

ELA Proficiency and Growth for 2018

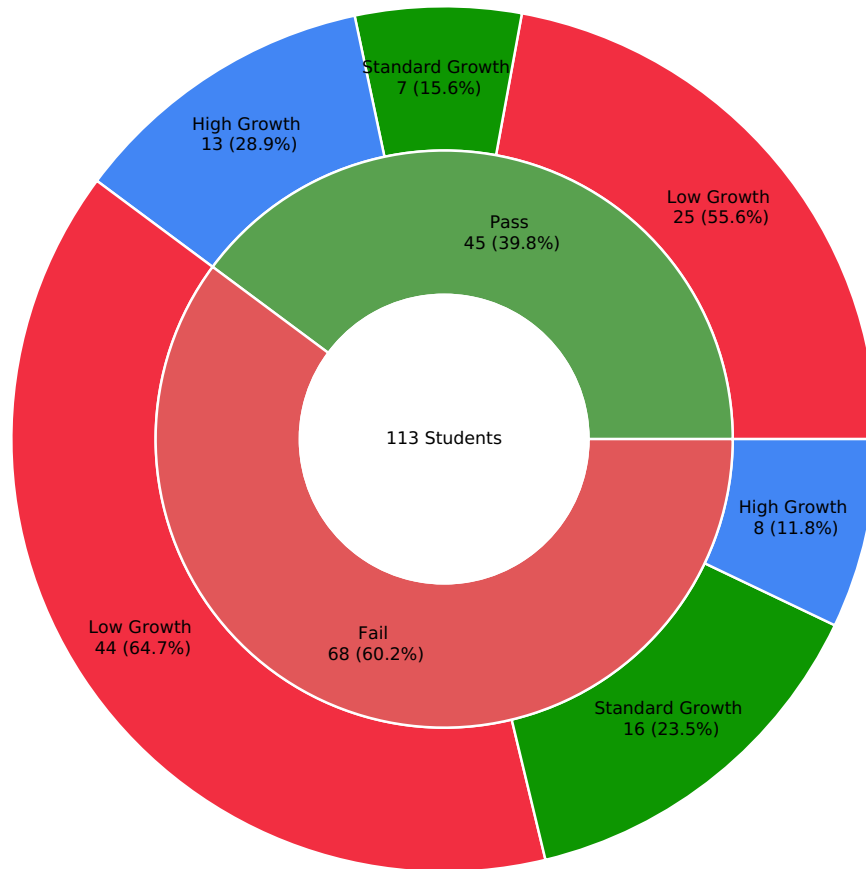


Equitable Education Solutions

Of the 113 students, there were 45.1% who passed and 54.9% who did not pass. Of the students who passed, there were 47.1% demonstrated high growth, 15.7% demonstrated standard growth, and 37.3% demonstrated low growth. For the students who did not pass, there were 9.7% demonstrated high growth, 27.4% demonstrated standard growth, and 62.9% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 47.1%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 62.9%, this indicates that these students had less than one-year growth when compared to their academic peers.

## Oakland City Elementary School MATH Proficiency and Growth for 2018



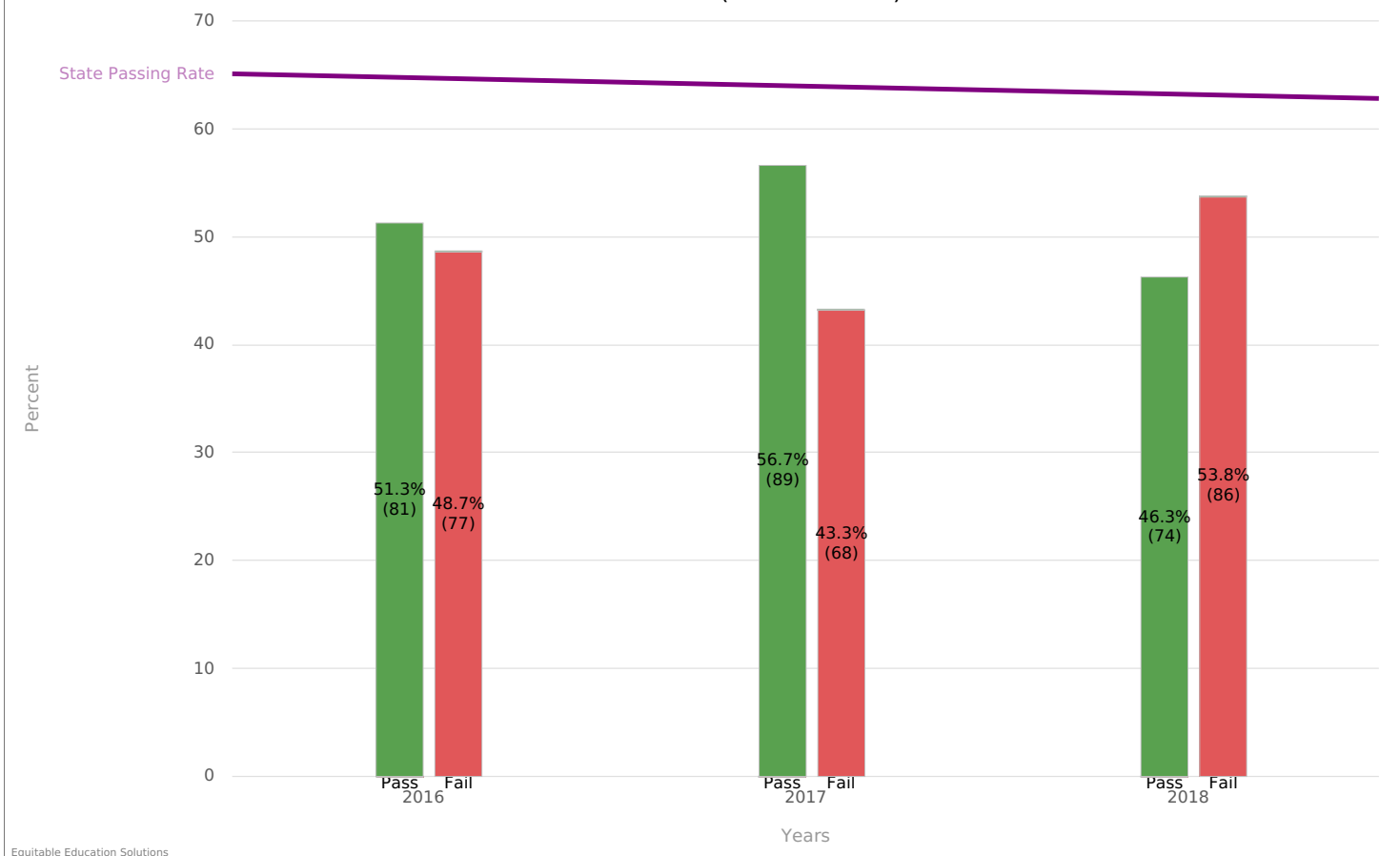
Equitable Education Solutions

Of the 113 students, there were 39.8% who passed and 60.2% who did not pass. Of the students who passed, there were 28.9% demonstrated high growth, 15.6% demonstrated standard growth, and 55.6% demonstrated low growth. For the students who did not pass, there were 11.8% demonstrated high growth, 23.5% demonstrated standard growth, and 64.7% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 55.6%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 64.7%, this indicates that these students had less than one-year growth when compared to their academic peers.

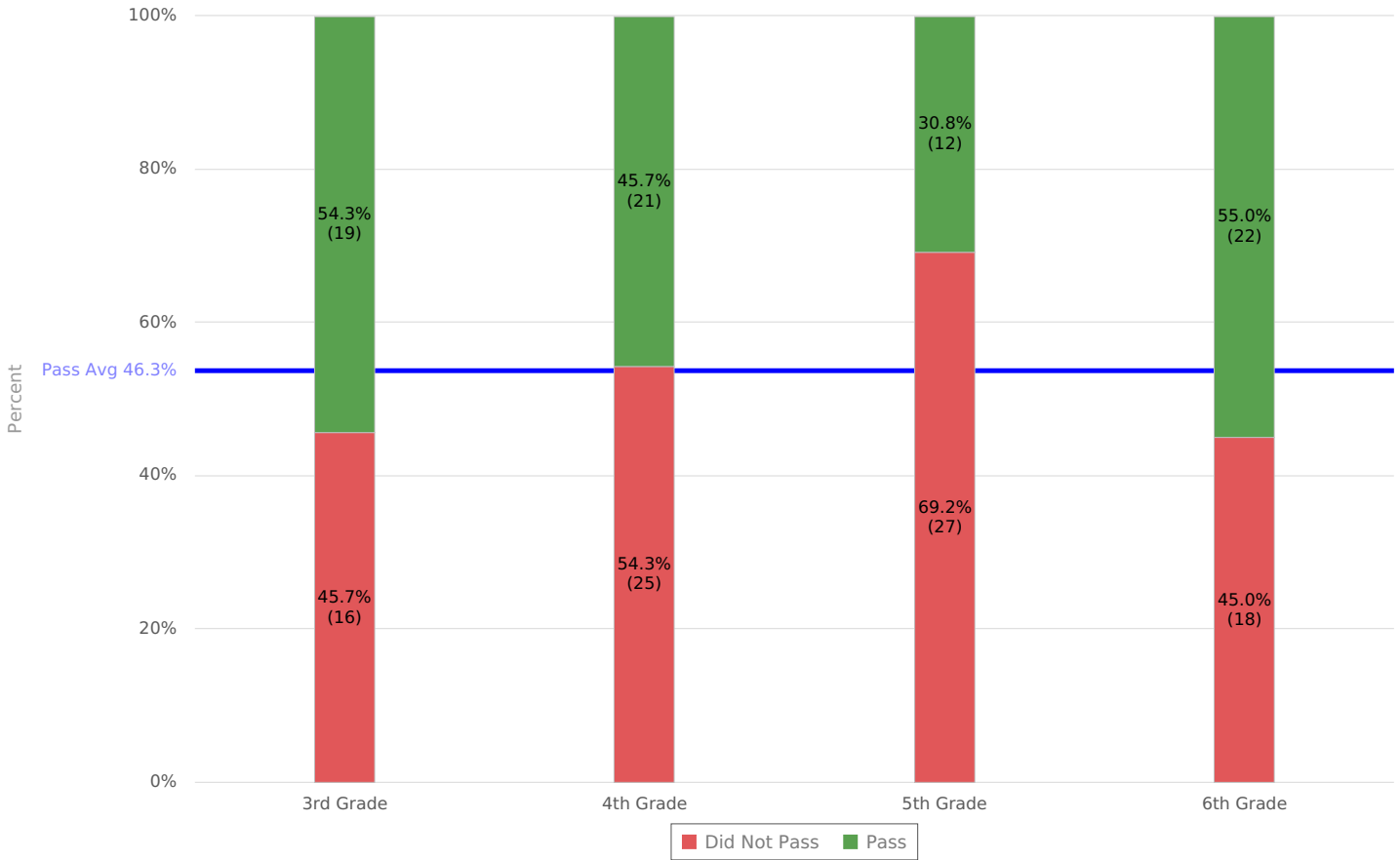
# Oakland City Elementary School

## ELA Pass Rates (3-Year Trends) for 2016-2018



The ELA pass rates for the last three years have gone from 51.3% to 56.7%, and most recently to 46.3%. This indicates a pass rate change of -5.0 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 26.9% increase from your current passing rate. That is an annual increase of 5.4%.

## Oakland City Elementary School ELA Pass Rates (by Grade Level) for 2018



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The 6th grade had the highest percentage of students passing. This grade level was 8.8 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 15.5 percentage points below the average passing percentage for the building. There is a 24.2 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 8.8% increase over current passing rates, which would be 3.4% higher than the projected 5.4% increase needed to be on track to closing the achievement gap.

## Oakland City Elementary School

### 2018 ELA Proficiency by Academic Peer Groups from Previous Year



Of the 67 students who passed the previous year, there were 20 students (29.9%) who did not pass this year.

Of the 57 students who did not pass the previous year, there were 8 students (14.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -12. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 47.1% this year. The year before the pass rate for these students was 64.7%.

- + Students who just missed passing last year (DNP3 category) had 41.7% of the students pass this year. Such a high percentage should be commended for this group.
- + There were 3 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- + There was 41.7% of the students in the DNP3 category from last year that passed on this year's test.
- There were 9 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.



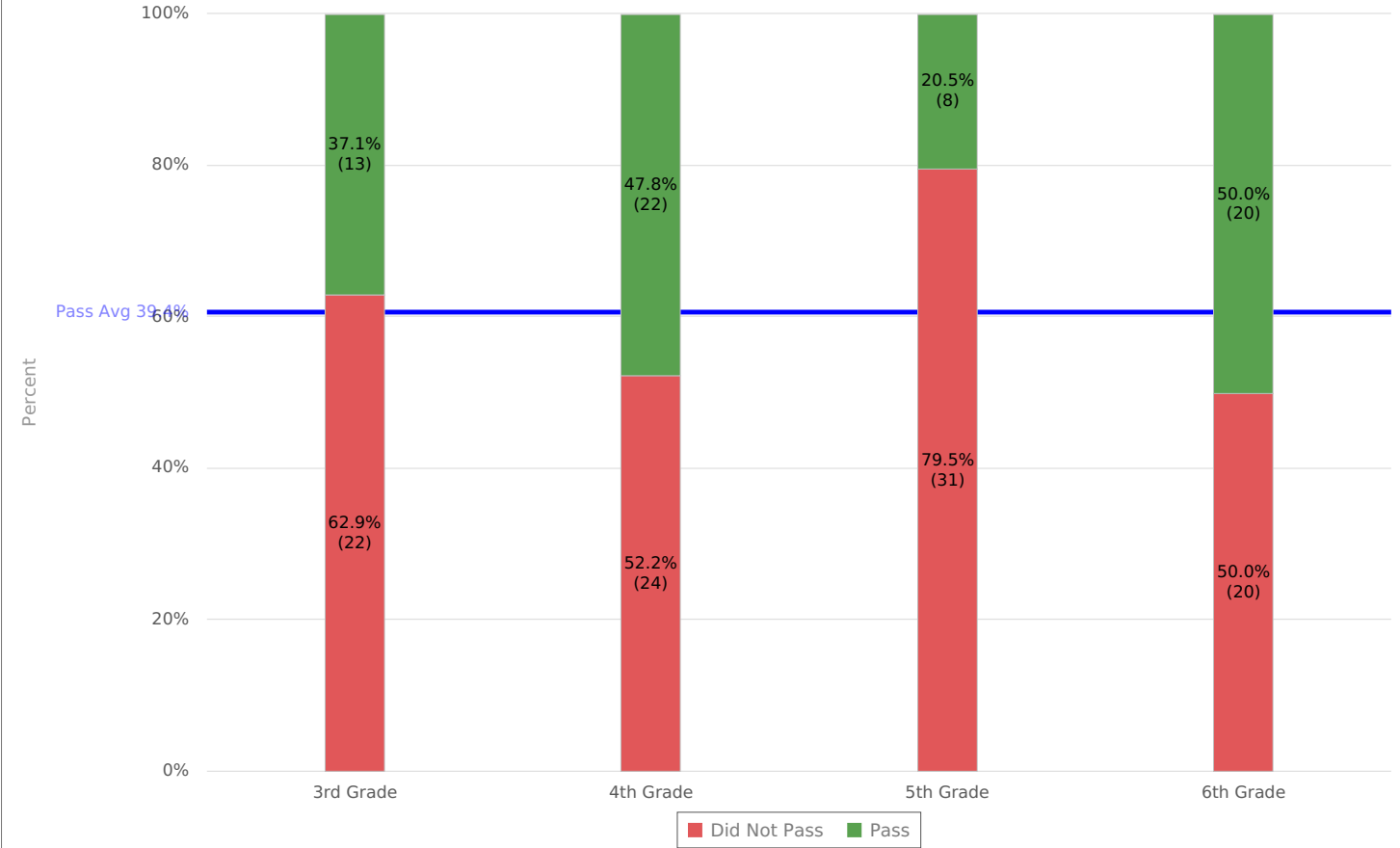
## Oakland City Elementary School

### MATH Pass Rates (3-Year Trends) for 2016-2018



The MATH pass rates for the last three years have gone from 53.2% to 54.8%, and most recently to 39.4%. This indicates a pass rate change of -13.8 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 30.3% increase from your current passing rate. That is an annual increase of 6.1%.

## Oakland City Elementary School MATH Pass Rates (by Grade Level) for 2018



The 6th grade had the highest percentage of students passing. This grade level was 10.6 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 18.9 percentage points below the average passing percentage for the building. There is a 29.5 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 10.6% increase over current passing rates, which would be 4.6% higher than the projected 6.1% increase needed to be on track to closing the achievement gap.

## Oakland City Elementary School

### 2018 MATH Proficiency by Academic Peer Groups from Previous Year



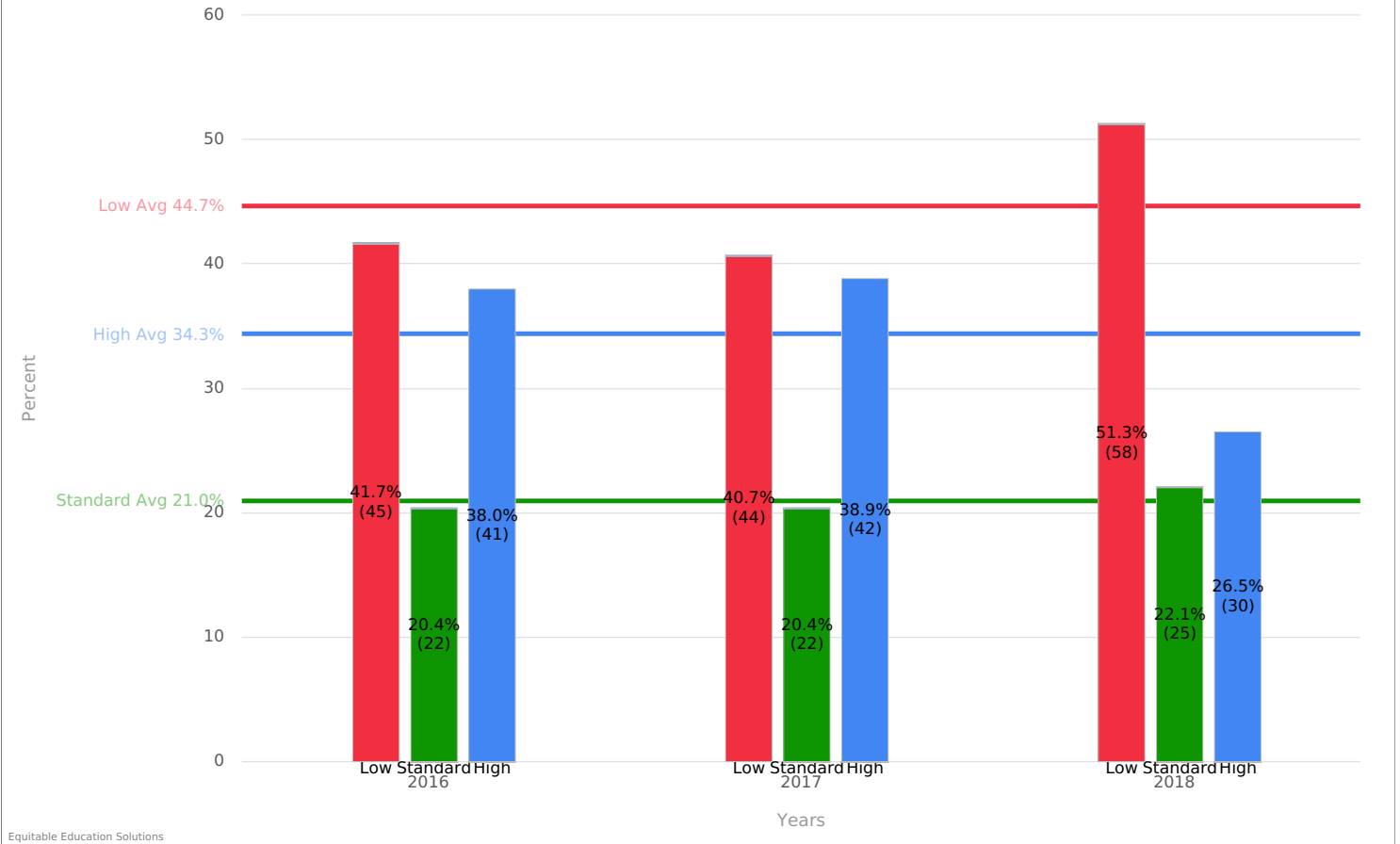
Of the 65 students who passed the previous year, there were 19 students (29.2%) who did not pass this year.

Of the 59 students who did not pass the previous year, there were 4 students (6.8%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -15. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 35.7% this year. The year before the pass rate for these students was 57.1%.

- + There were 2 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 8 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.

## Oakland City Elementary School

### ELA Percentages of Growth Category Distributions (3-Year Trends) for 2016-2018

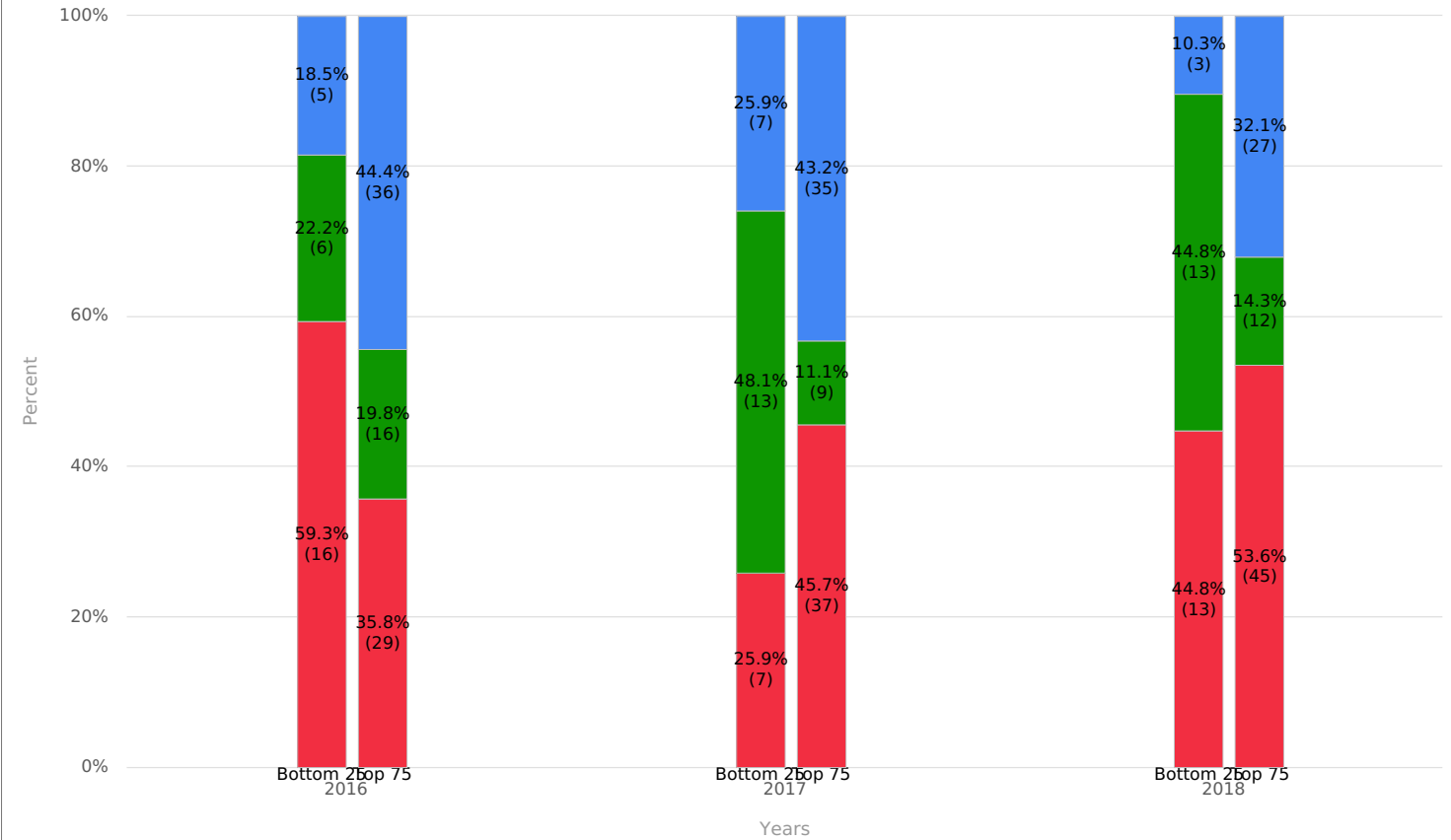


The average percentage of low growth students for the last 3 years has been 44.7%. In the last 2 years, the percentage of students in low growth has increased by 9.7 percentage points. The average percentage of standard growth students for the last 3 years has been 21.0%. The average percentage of high growth students for the last 3 years has been 34.3%. In the last 2 years, the percentage of students in high growth has decreased by 11.4 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 51.3% of students demonstrating low growth on the most recent year (18.0% higher than an even distribution) not meeting one year of growth.

## Oakland City Elementary School

### ELA Percentages of Growth Category Distributions (3-Year Trends) for 2016-2018 for Bottom 25% and Top 75% Student Groups



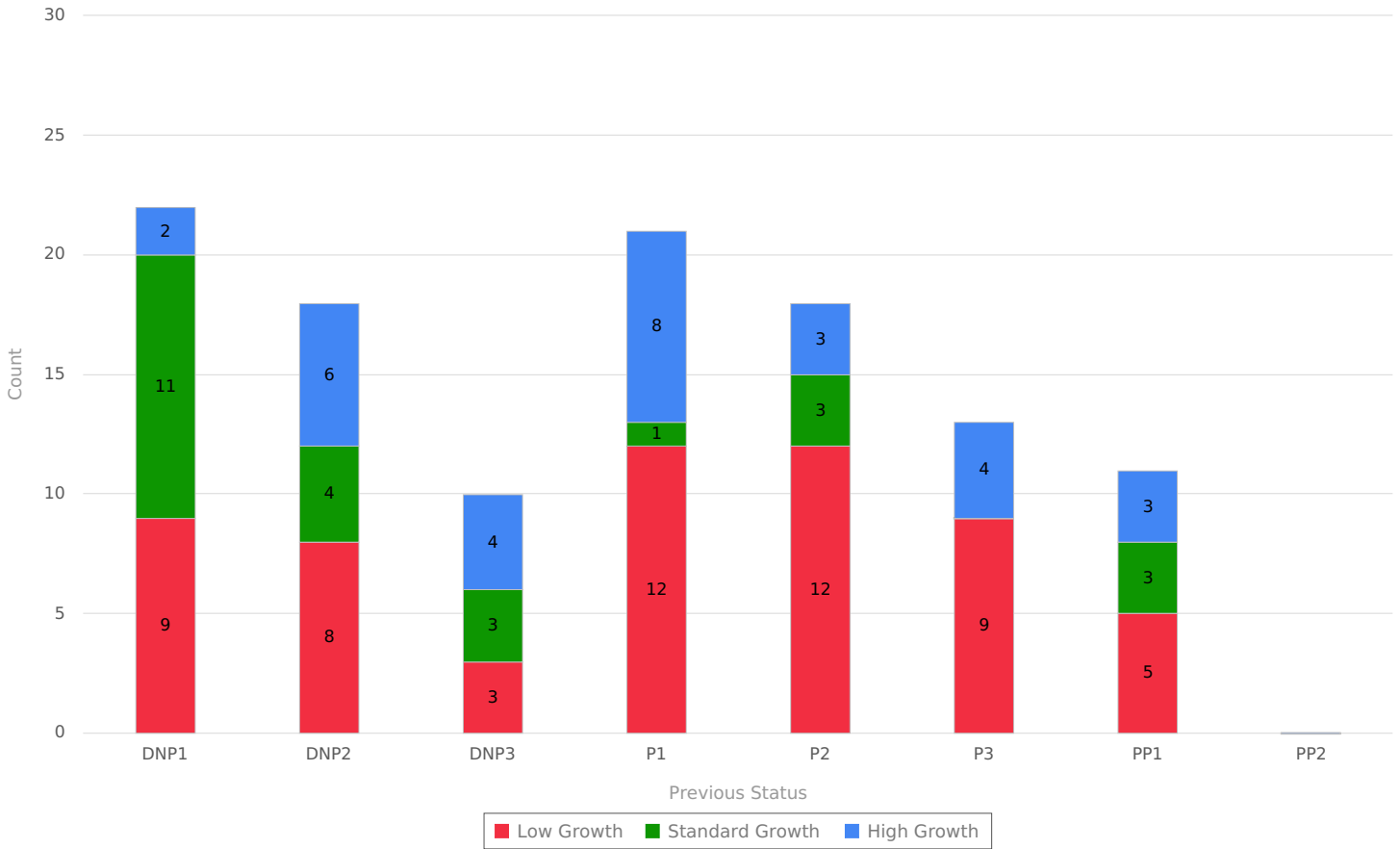
The average percentage of low growth students for the last 3 years has been 43.4% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has decreased by 14.4 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 38.6% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 18.1% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 8.2 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 45.1% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 17.8 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 15.0% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 39.8% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 12.3 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 44.8% of the bottom 25% students in low growth on the most recent year (11.5% higher than an even distribution) not meeting one year of growth and falling further behind their peers.
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 53.6% of the top 75% students in low growth on the most recent year (20.3% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

## Oakland City Elementary School

2018 ELA Growth Category by Academic Peer Groups from Previous Year



There were 58 students in the low growth category, which accounts for 51.3%. More specifically, of the students who did not pass the previous year, 40.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 25 students in the standard growth category, which accounts for 22.1%.

There were 30 students in the high growth category, which accounts for 26.5%. More specifically, of last year's students who did not pass, 24.0% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

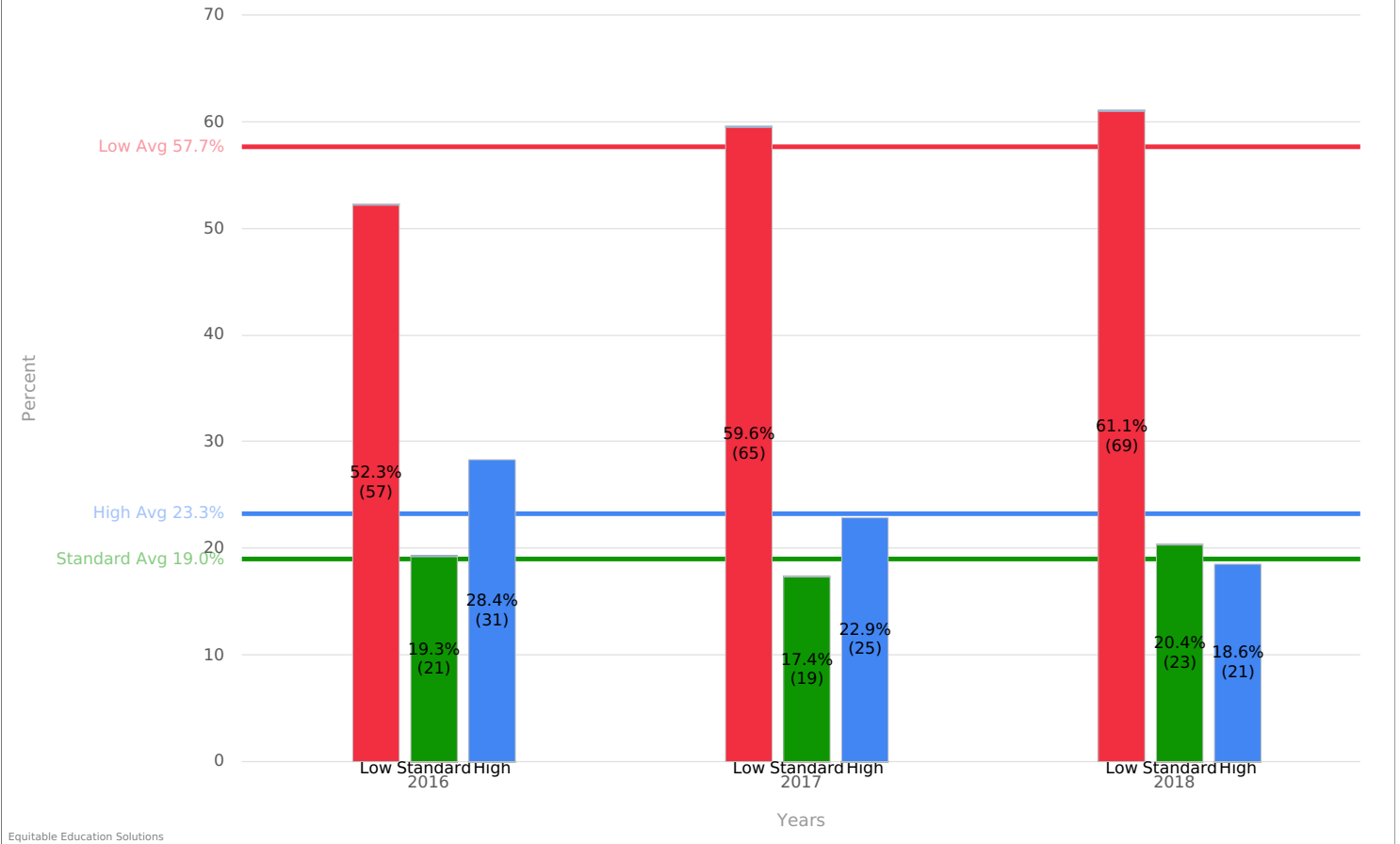
Those students nearest the cut scores (DNP3 and P1) had 48.4% in low growth and 38.7% in high growth. The net growth value (number of high growth students minus low growth students) was -28.

There were **20 students**, 17.7% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 9.1% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 58.3% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

## Oakland City Elementary School

### MATH Percentages of Growth Category Distributions (3-Year Trends) for 2016-2018

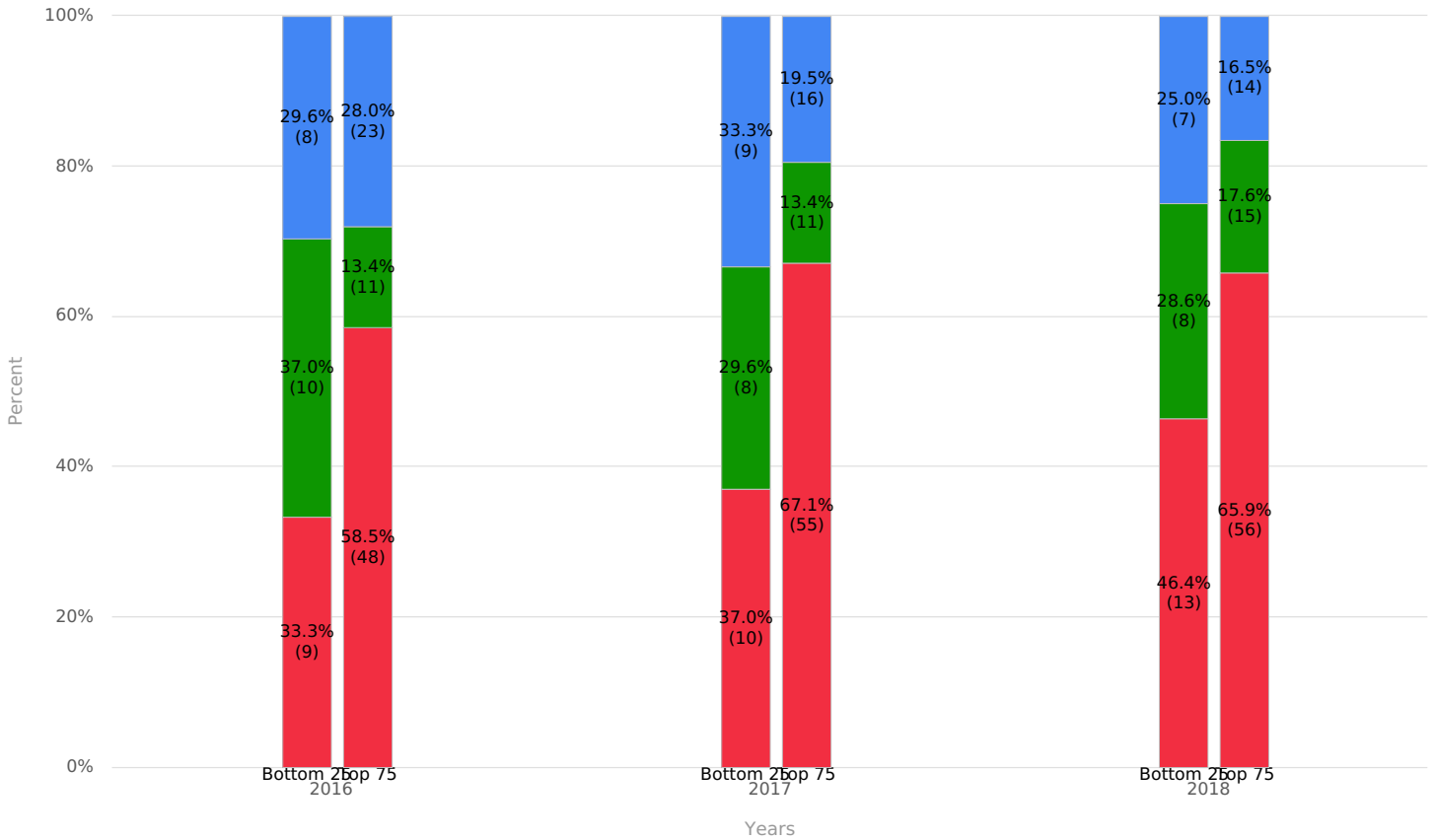


The average percentage of low growth students for the last 3 years has been 57.7%. In the last 2 years, the percentage of students in low growth has increased by 8.8 percentage points. The average percentage of standard growth students for the last 3 years has been 19.0%. The average percentage of high growth students for the last 3 years has been 23.3%. In the last 2 years, the percentage of students in high growth has decreased by 9.9 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 61.1% of students demonstrating low growth on the most recent year (27.8% higher than an even distribution) not meeting one year of growth.

## Oakland City Elementary School

### MATH Percentages of Growth Category Distributions (3-Year Trends) for 2016-2018 for Bottom 25% and Top 75% Student Groups



The average percentage of low growth students for the last 3 years has been 39.0% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 13.1 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 31.7% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 29.3% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 4.6 percentage points for the bottom 25%.

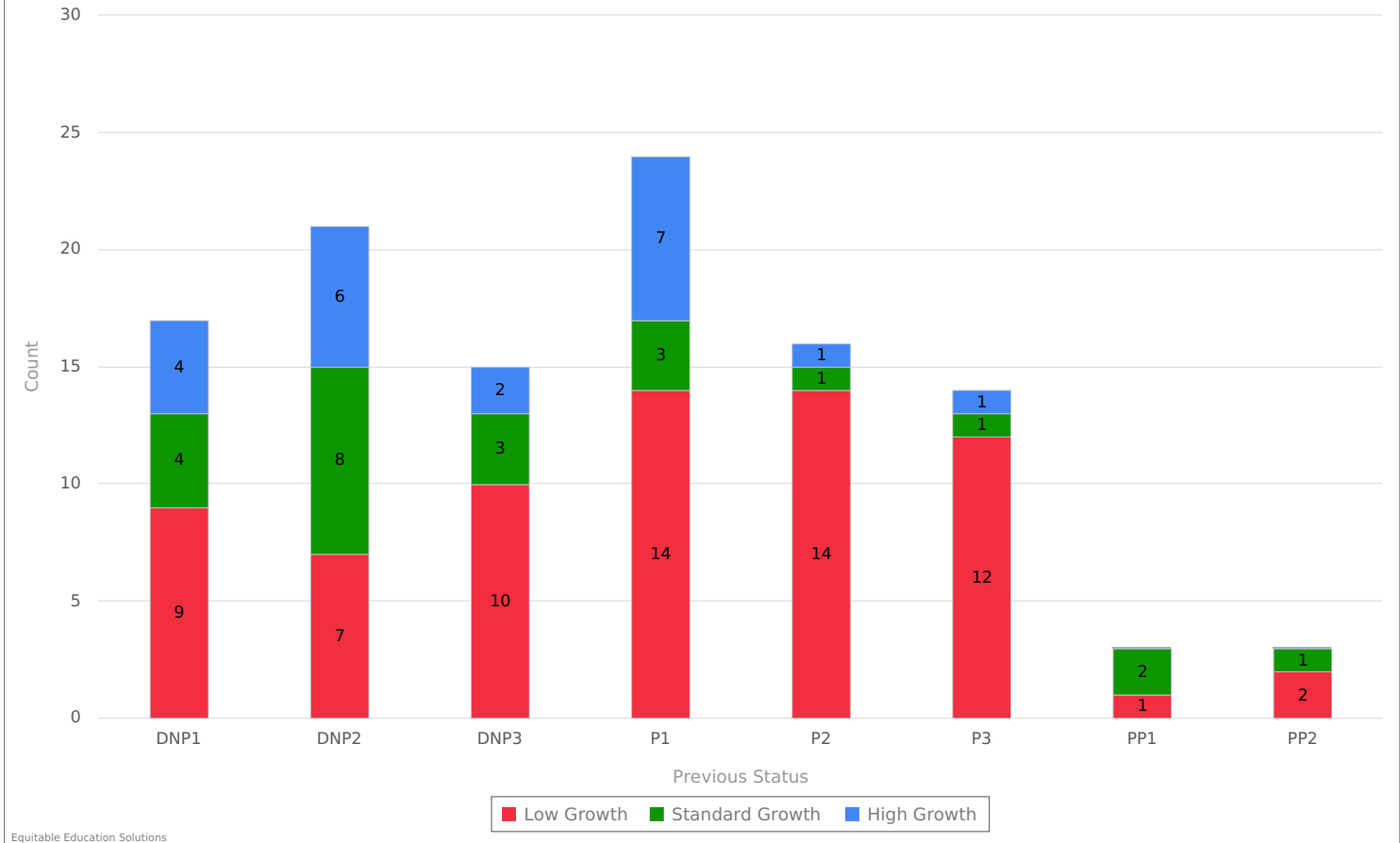
The average percentage of low growth students for the last 3 years has been 63.9% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 7.3 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 14.9% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 21.3% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 11.6 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 46.4% of the bottom 25% students in low growth on the most recent year (13.1% higher than an even distribution) not meeting one year of growth and falling further behind their peers.
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 65.9% of the top 75% students in low growth on the most recent year (32.6% higher than an even distribution) not meeting one year of growth and falling further behind their peers.



## Oakland City Elementary School

### 2018 MATH Growth Category by Academic Peer Groups from Previous Year



There were 69 students in the low growth category, which accounts for 61.1%. More specifically, of the students who did not pass the previous year, 49.1% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 23 students in the standard growth category, which accounts for 20.4%.

There were 21 students in the high growth category, which accounts for 18.6%. More specifically, of last year's students who did not pass, 22.6% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

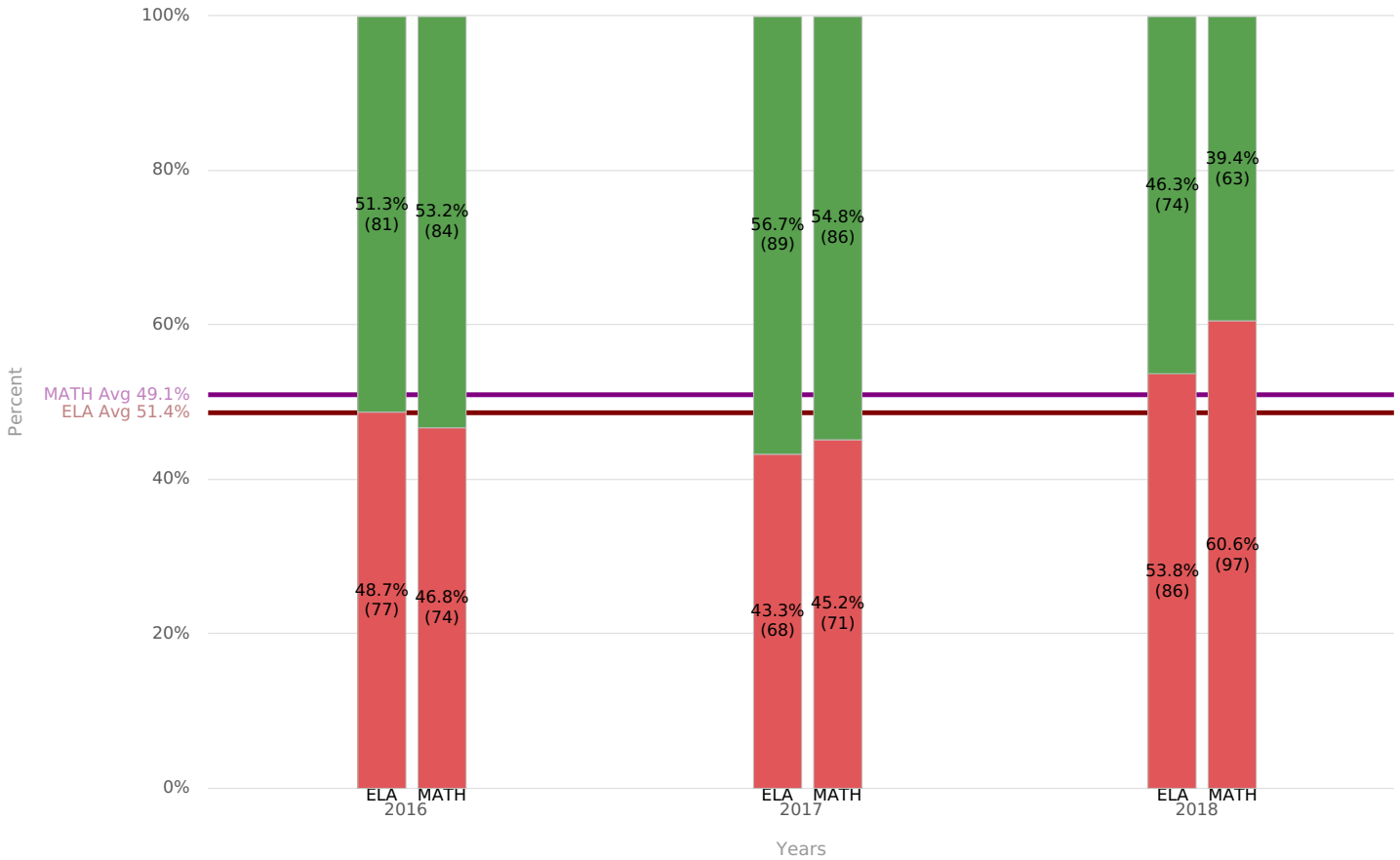
Those students nearest the cut scores (DNP3 and P1) had 61.5% in low growth and 23.1% in high growth. The net growth value (number of high growth students minus low growth students) was -48.

There were **26 students**, 23.0% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 23.5% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 75.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

# Oakland City Elementary School

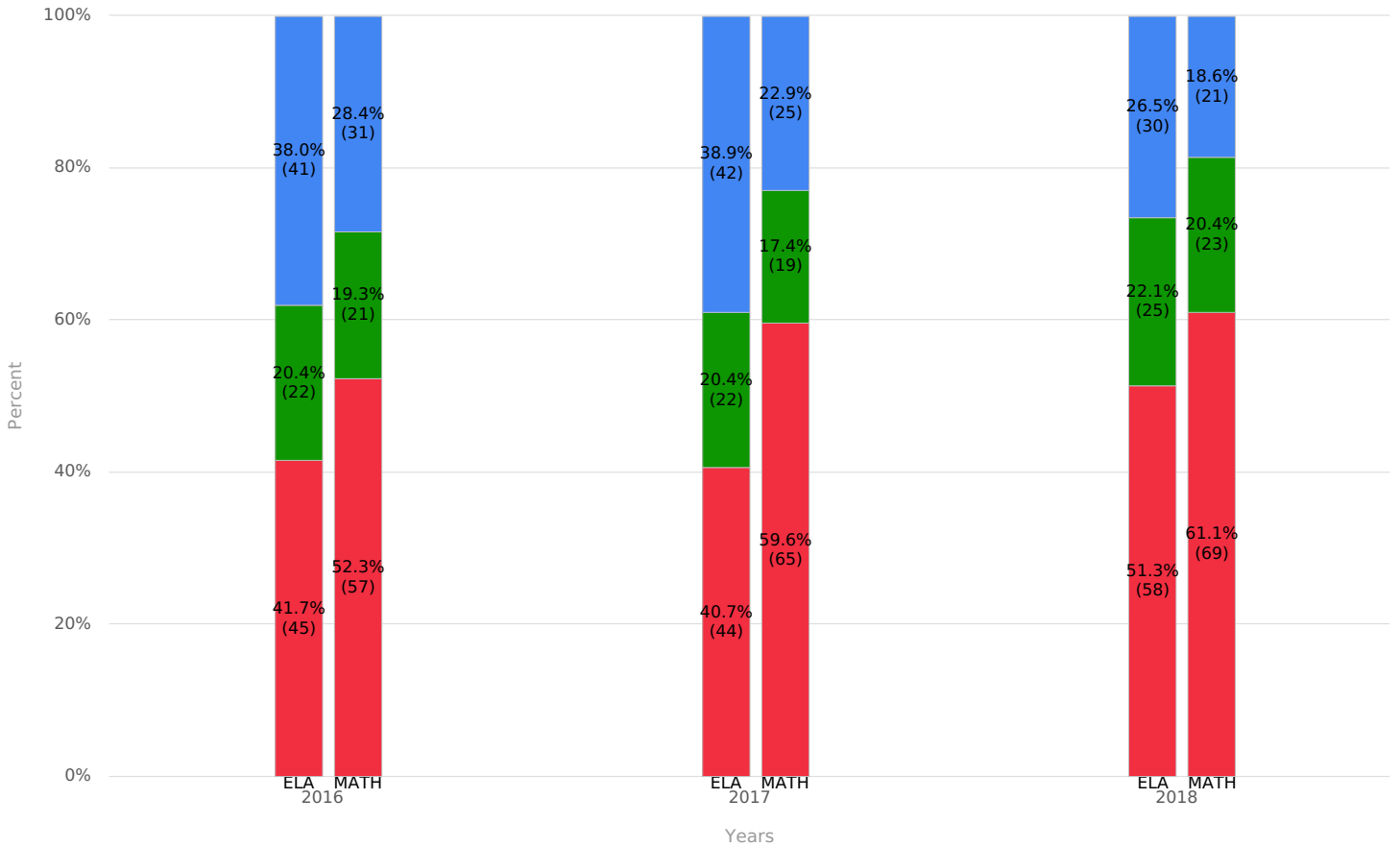
## ELA & MATH Proficiency Comparisons (3-Year Trends) for 2016-2018



On average, 51.4% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -5.0 percentage points change. On average, 49.1% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -13.8 percentage points change. Students have achieved higher pass rates in ELA than Math by 2.3% on average over the past three years.

# Oakland City Elementary School

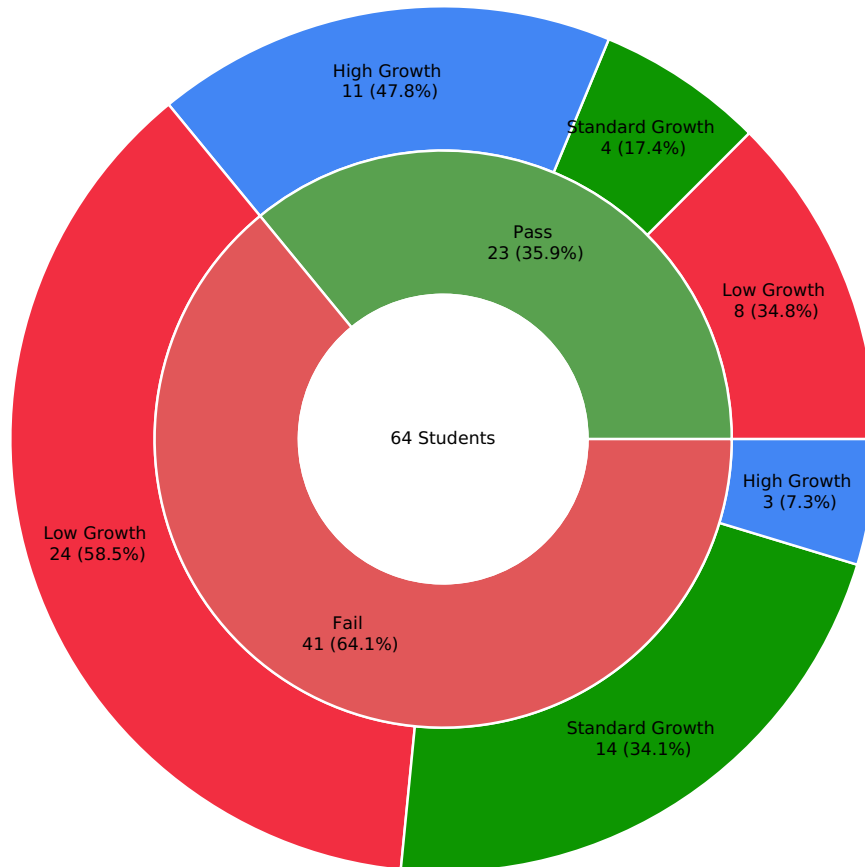
## ELA & MATH Growth Comparisons (3-Year Trends) for 2016-2018



On average, 44.7% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 34.3% 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 9.7. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 11.4.

On average, 57.7% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 23.3% 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 8.8. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 9.9.

## Oakland City Elementary School ELA Proficiency and Growth for 2018 (FRL)

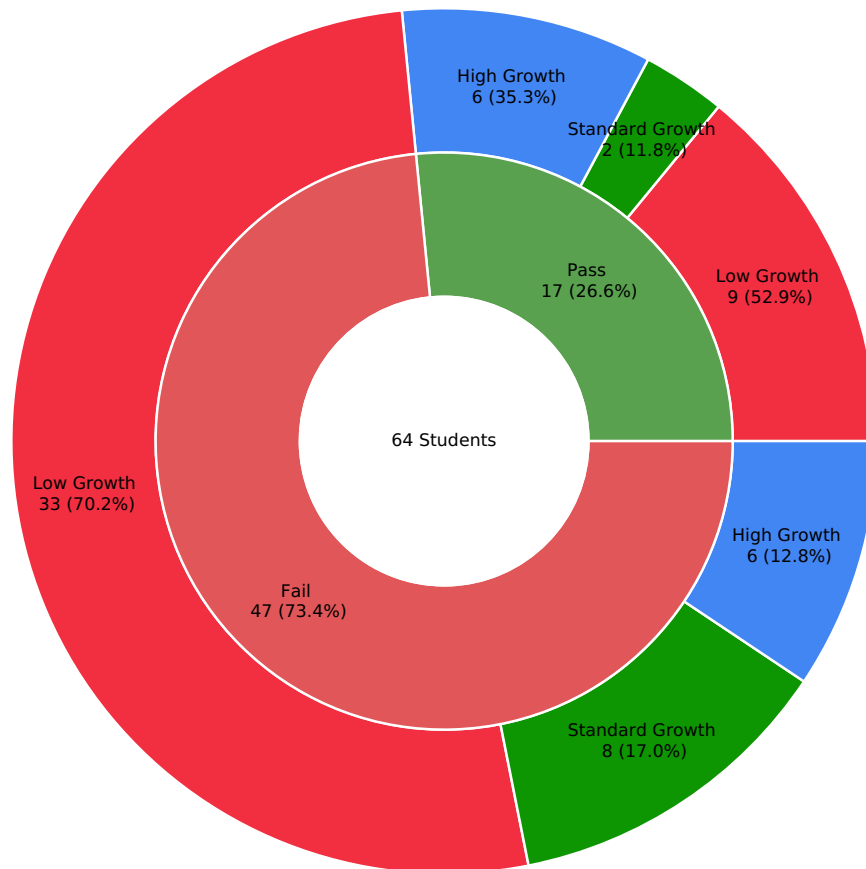


Equitable Education Solutions

Of the 64 students, there were 35.9% who passed and 64.1% who did not pass. Of the students who passed, there were 47.8% demonstrated high growth, 17.4% demonstrated standard growth, and 34.8% demonstrated low growth. For the students who did not pass, there were 7.3% demonstrated high growth, 34.1% demonstrated standard growth, and 58.5% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 47.8%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 58.5%, this indicates that these students had less than one-year growth when compared to their academic peers.

## Oakland City Elementary School MATH Proficiency and Growth for 2018 (FRL)

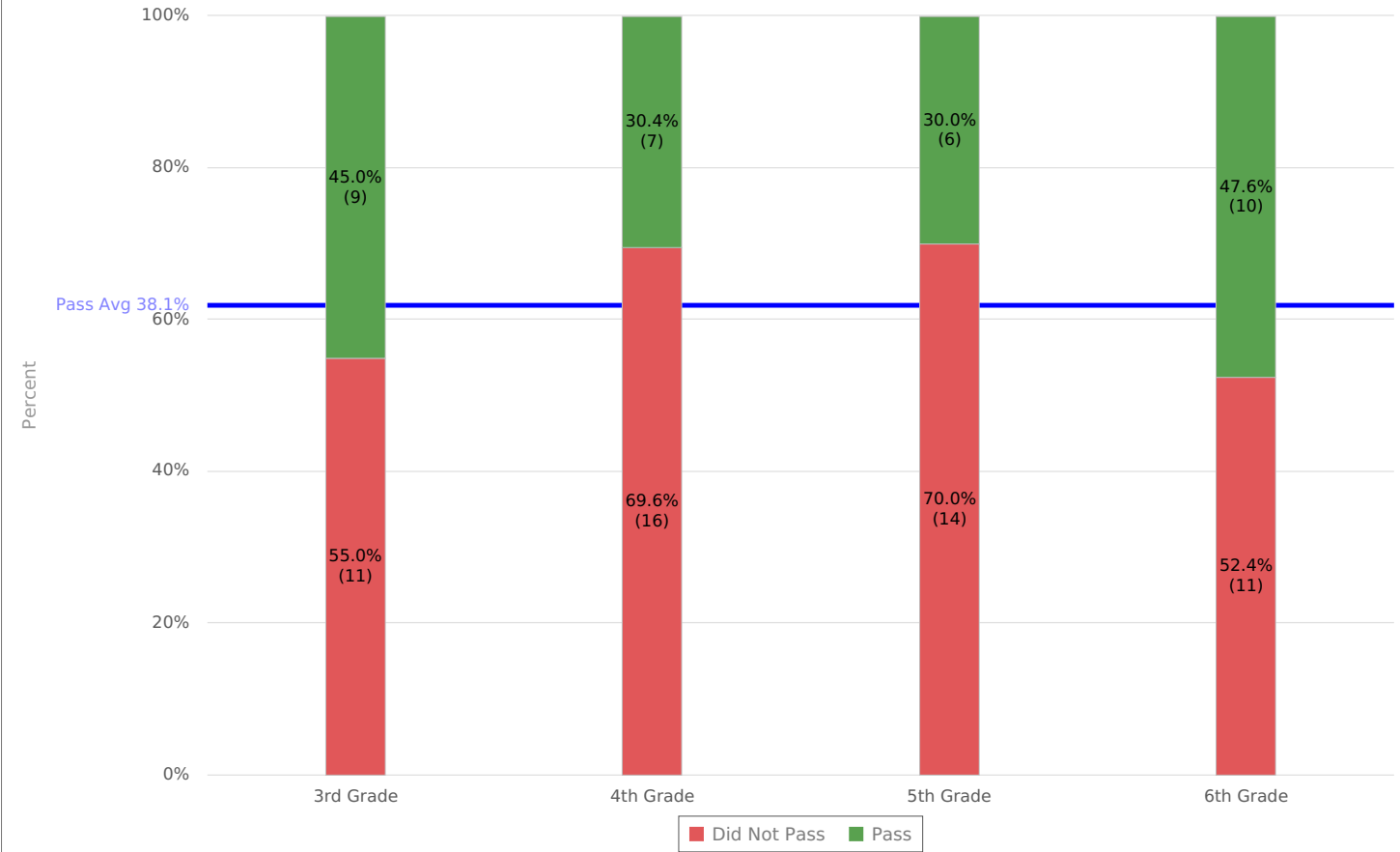


Equitable Education Solutions

Of the 64 students, there were 26.6% who passed and 73.4% who did not pass. Of the students who passed, there were 35.3% demonstrated high growth, 11.8% demonstrated standard growth, and 52.9% demonstrated low growth. For the students who did not pass, there were 12.8% demonstrated high growth, 17.0% demonstrated standard growth, and 70.2% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 52.9%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 70.2%, this indicates that these students had less than one-year growth when compared to their academic peers.

## Oakland City Elementary School ELA Pass Rates (by Grade Level) for 2018 (FRL)

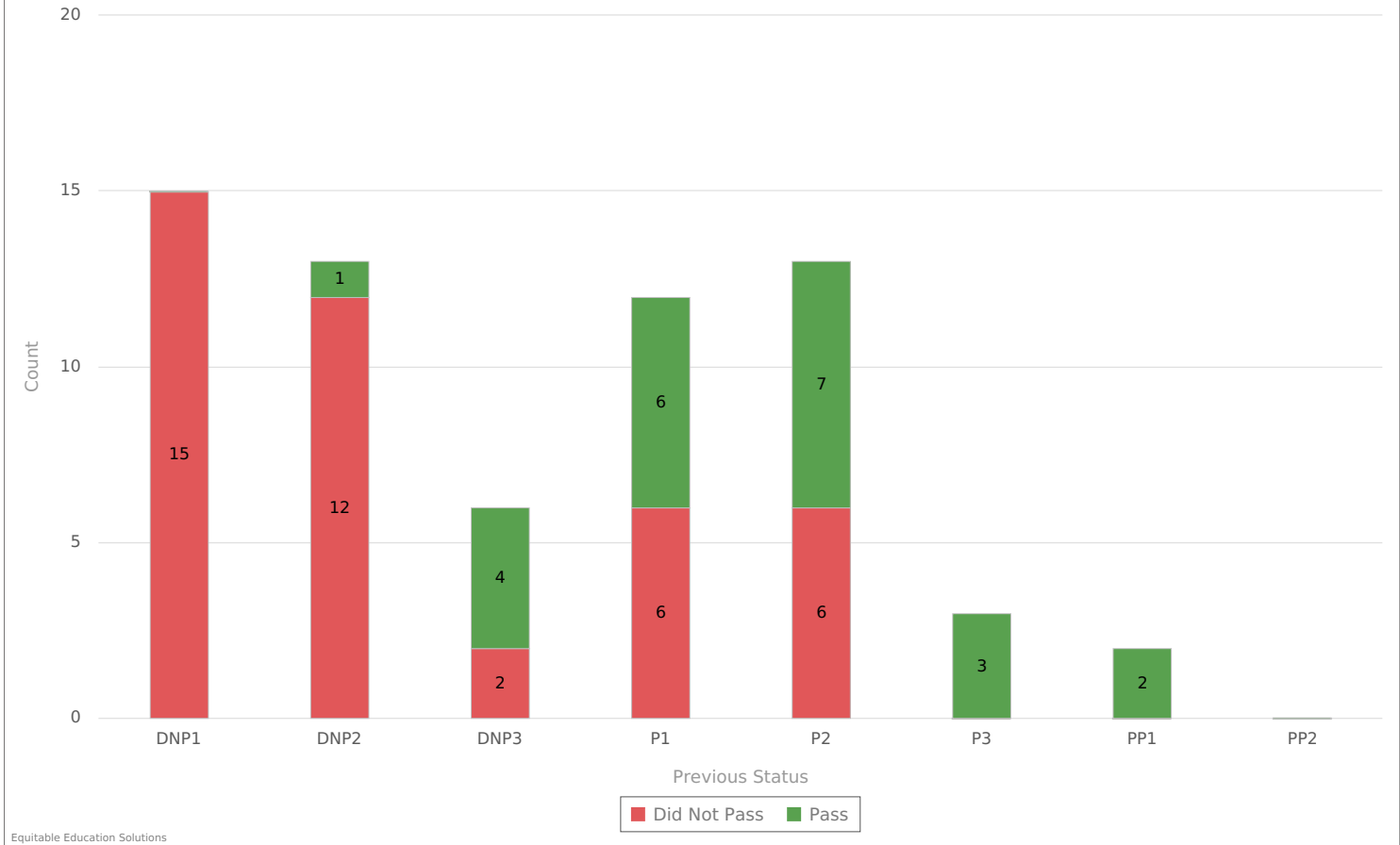


The 6th grade had the highest percentage of students passing. This grade level was 9.5 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 8.1 percentage points below the average passing percentage for the building. There is a 17.6 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 9.5% increase over current passing rates, which would be 3.3% higher than the projected 6.2% increase needed to be on track to closing the achievement gap.

## Oakland City Elementary School

### 2018 ELA Proficiency by Academic Peer Groups from Previous Year (FRL)

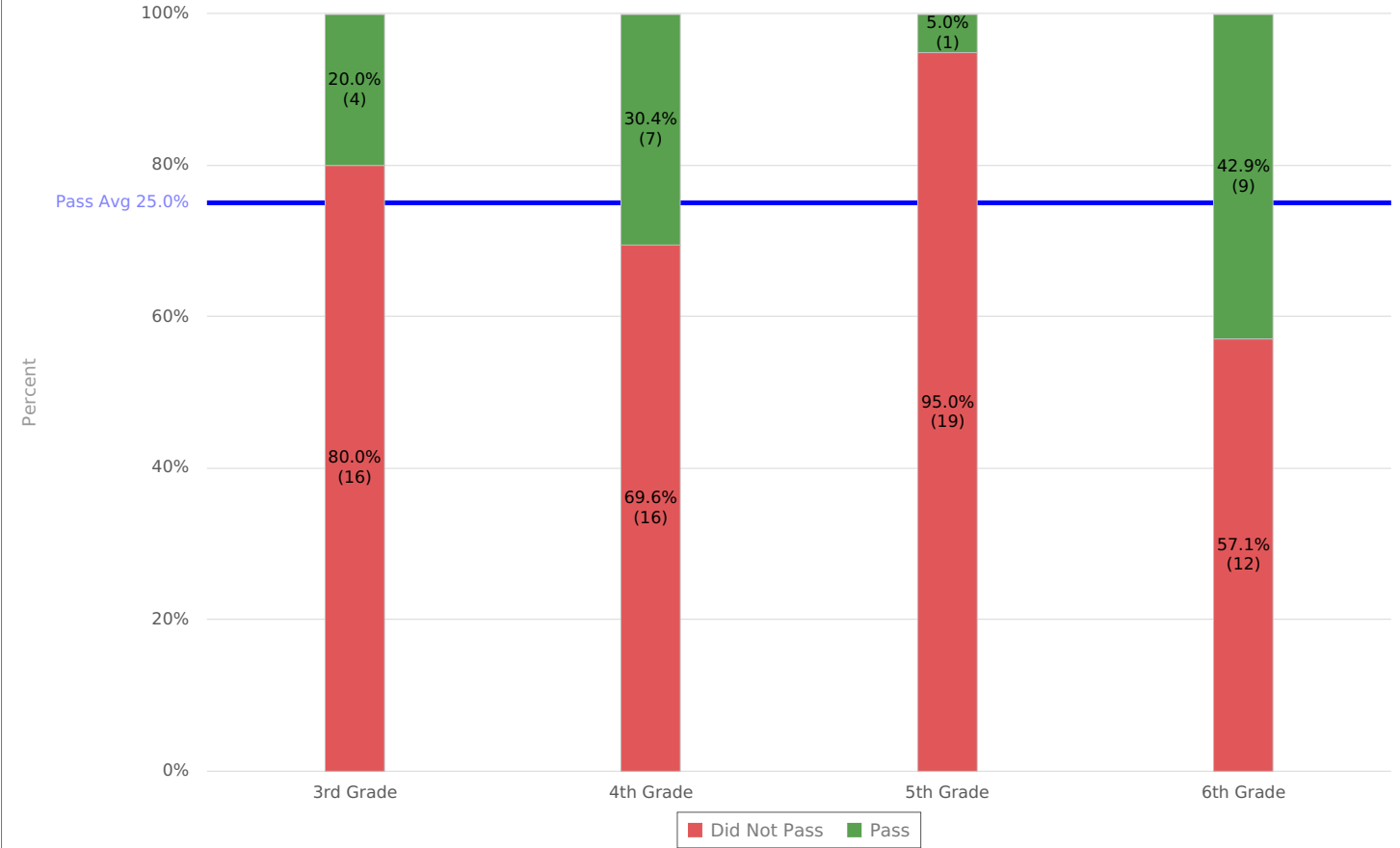


Of the 30 students who passed the previous year, there were 12 students (40.0%) who did not pass this year.

Of the 34 students who did not pass the previous year, there were 5 students (14.7%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -7. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 55.6% this year. The year before the pass rate for these students was 66.7%.

- + Students who just missed passing last year (DNP3 category) had 66.7% of the students pass this year. Such a high percentage should be commended for this group.
- + There were 1 student who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- + There was 66.7% of the students in the DNP3 category from last year that passed on this year's test.
- There were 6 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (43.8%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

## Oakland City Elementary School MATH Pass Rates (by Grade Level) for 2018 (FRL)



The 6th grade had the highest percentage of students passing. This grade level was 17.9 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 20.0 percentage points below the average passing percentage for the building. There is a 37.9 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 17.9% increase over current passing rates, which would be 10.4% higher than the projected 7.5% increase needed to be on track to closing the achievement gap.



## Oakland City Elementary School

### 2018 MATH Proficiency by Academic Peer Groups from Previous Year (FRL)



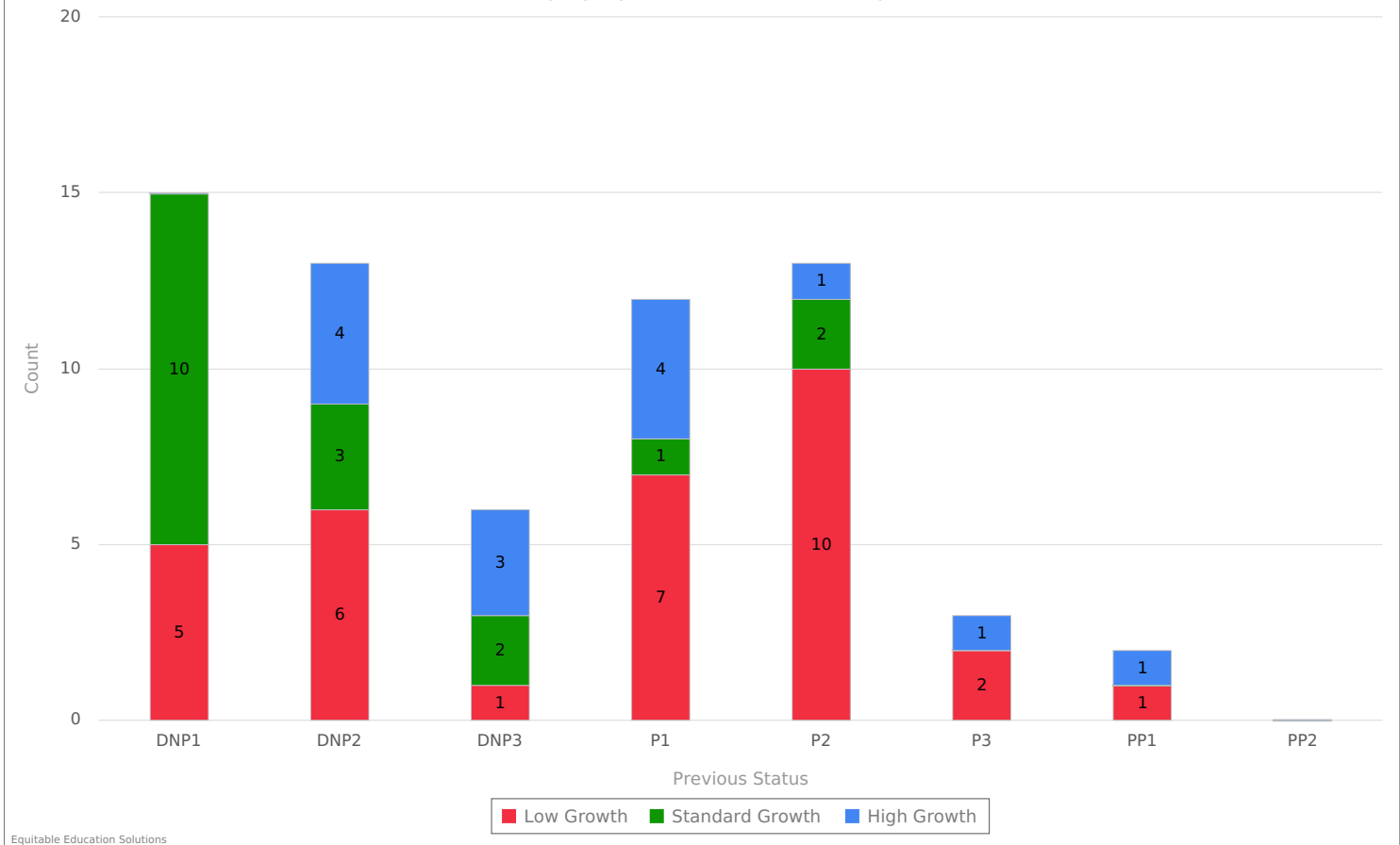
Of the 28 students who passed the previous year, there were 13 students (46.4%) who did not pass this year.

Of the 36 students who did not pass the previous year, there were 2 students (5.6%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -11. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 37.5% this year. The year before the pass rate for these students was 66.7%.

- + There were 1 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 5 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (43.8%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

## Oakland City Elementary School

### 2018 ELA Growth Category by Academic Peer Groups from Previous Year (FRL)



There were 32 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 35.3% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 18 students in the standard growth category, which accounts for 28.1%.

There were 14 students in the high growth category, which accounts for 21.9%. More specifically, of last year's students who did not pass, 20.6% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

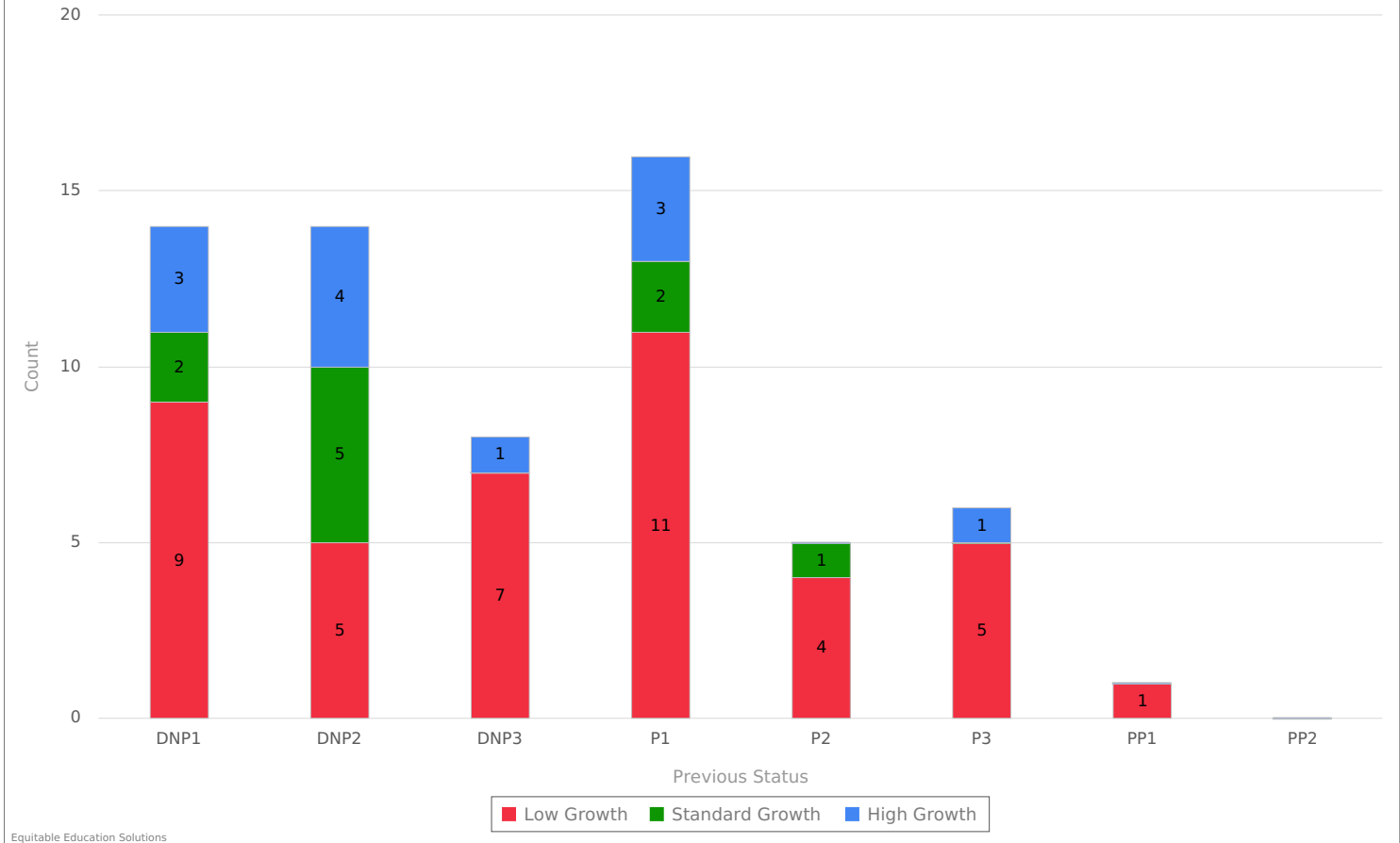
Those students nearest the cut scores (DNP3 and P1) had 44.4% in low growth and 38.9% in high growth. The net growth value (number of high growth students minus low growth students) was -18.

There were **12 students**, 18.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 0.0% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 60.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

## Oakland City Elementary School

2018 MATH Growth Category by Academic Peer Groups from Previous Year (FRL)



There were 42 students in the low growth category, which accounts for 65.6%. More specifically, of the students who did not pass the previous year, 58.3% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 10 students in the standard growth category, which accounts for 15.6%.

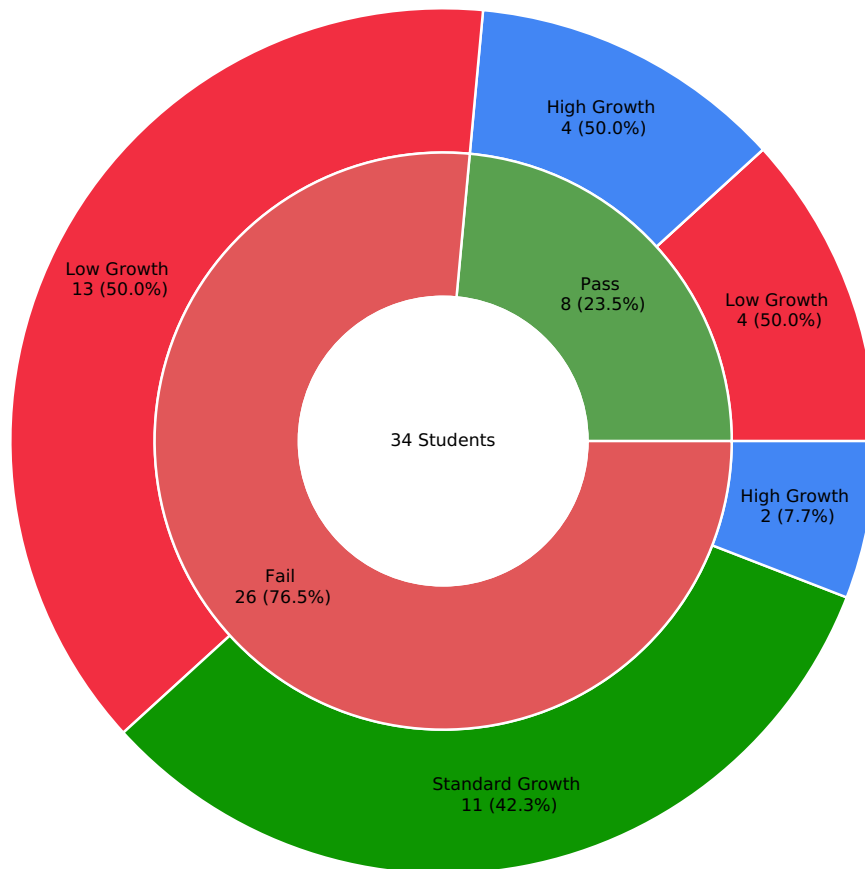
There were 12 students in the high growth category, which accounts for 18.8%. More specifically, of last year's students who did not pass, 22.2% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 75.0% in low growth and 16.7% in high growth. The net growth value (number of high growth students minus low growth students) was -30.

There were **21 students**, 32.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 21.4% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 85.7% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

**Oakland City Elementary School**  
ELA Proficiency and Growth for 2018 (SPED)

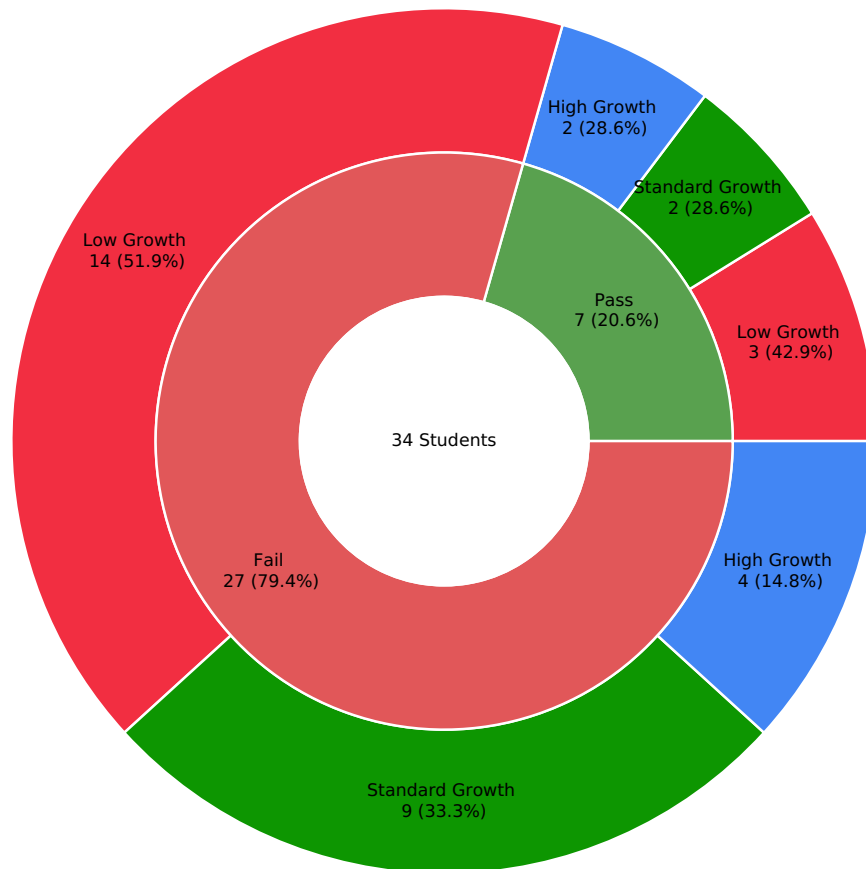


Equitable Education Solutions

Of the 34 students, there were 23.5% who passed and 76.5% who did not pass. Of the students who passed, there were 50.0% demonstrated high growth, 0.0% demonstrated standard growth, and 50.0% demonstrated low growth. For the students who did not pass, there were 7.7% demonstrated high growth, 42.3% demonstrated standard growth, and 50.0% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 50.0%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who passed were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 50.0%, this indicates that these students had less than one-year growth when compared to their academic peers.

**Oakland City Elementary School**  
MATH Proficiency and Growth for 2018 (SPED)

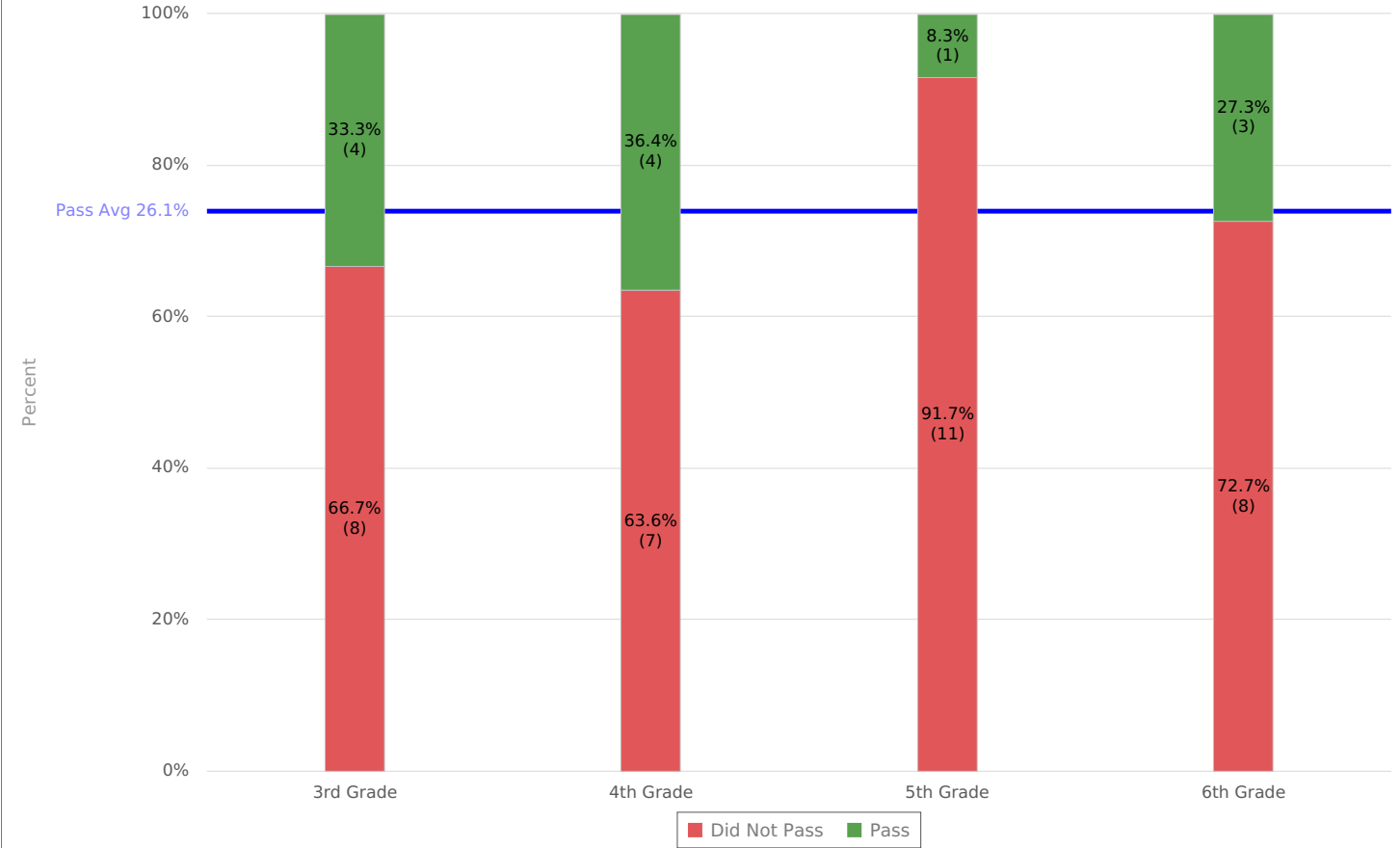


Equitable Education Solutions

Of the 34 students, there were 20.6% who passed and 79.4% who did not pass. Of the students who passed, there were 28.6% demonstrated high growth, 28.6% demonstrated standard growth, and 42.9% demonstrated low growth. For the students who did not pass, there were 14.8% demonstrated high growth, 33.3% demonstrated standard growth, and 51.9% demonstrated low growth.

- A high percentage of the students who passed were in the low growth category with 42.9%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 51.9%, this indicates that these students had less than one-year growth when compared to their academic peers.

## Oakland City Elementary School ELA Pass Rates (by Grade Level) for 2018 (SPED)

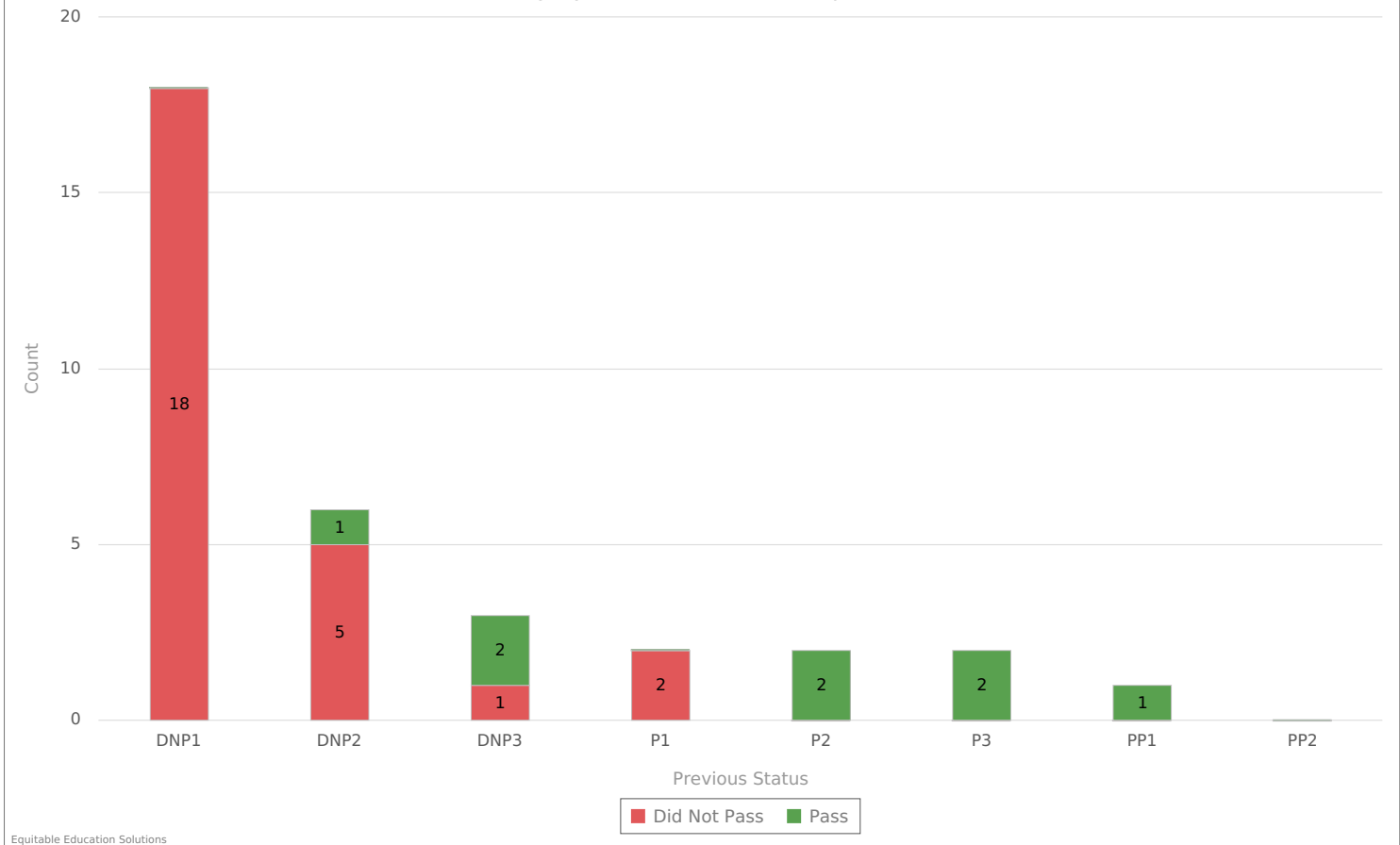


The 4th grade had the highest percentage of students passing. This grade level was 10.3 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 17.8 percentage points below the average passing percentage for the building. There is a 28.0 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 4th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 10.3% increase over current passing rates, which would be 2.9% higher than the projected 7.4% increase needed to be on track to closing the achievement gap.

## Oakland City Elementary School

### 2018 ELA Proficiency by Academic Peer Groups from Previous Year (SPED)

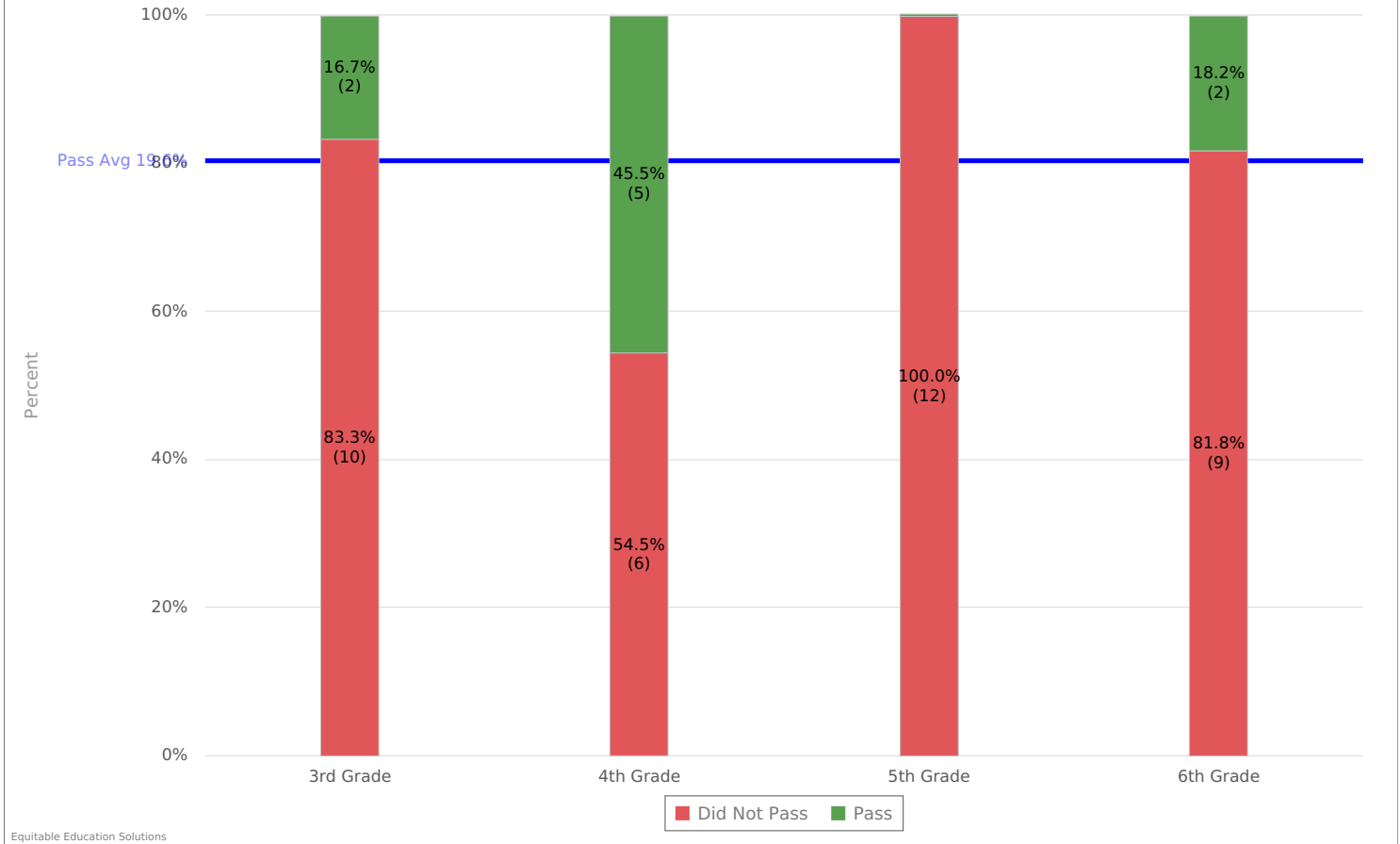


Of the 7 students who passed the previous year, there were 2 students (28.6%) who did not pass this year.

Of the 27 students who did not pass the previous year, there were 3 students (11.1%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 1. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 40.0% this year. The year before the pass rate for these students was 40.0%.

- + Students who just missed passing last year (DNP3 category) had 66.7% of the students pass this year. Such a high percentage should be commended for this group.
- + There were 1 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- + There was 66.7% of the students in the DNP3 category from last year that passed on this year's test.
- It should be noted that a large portion of the student population (70.6%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

## Oakland City Elementary School MATH Pass Rates (by Grade Level) for 2018 (SPED)



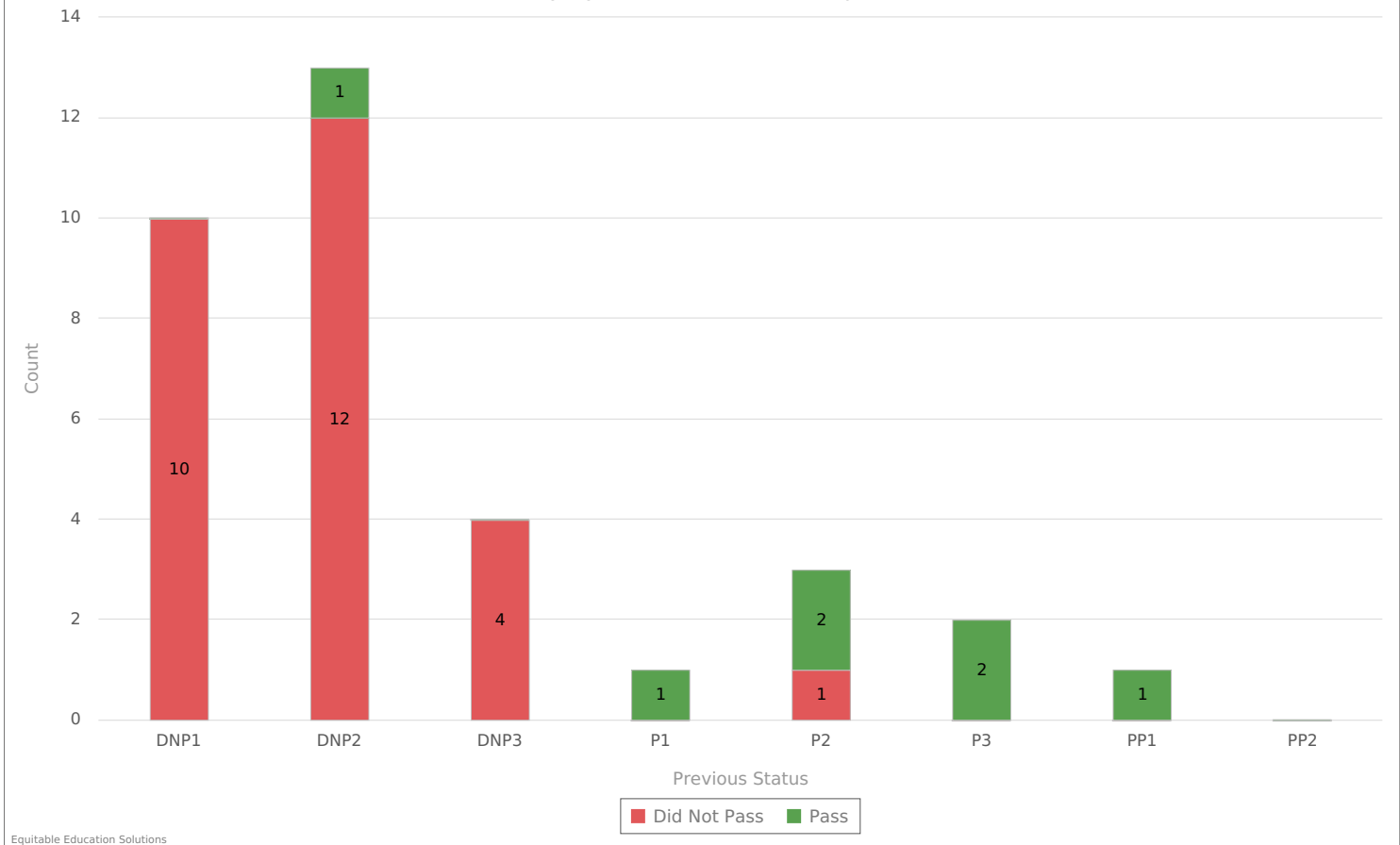
The 4th grade had the highest percentage of students passing. This grade level was 25.9 percentage points above the average passing percentage for the school. The 5th grade had the lowest percentage of student passing. This grade level was 19.6 percentage points below the average passing percentage for the building. There is a 45.5 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 4th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 25.9% increase over current passing rates, which would be 17.8% higher than the projected 8.0% increase needed to be on track to closing the achievement gap.



## Oakland City Elementary School

### 2018 MATH Proficiency by Academic Peer Groups from Previous Year (SPED)



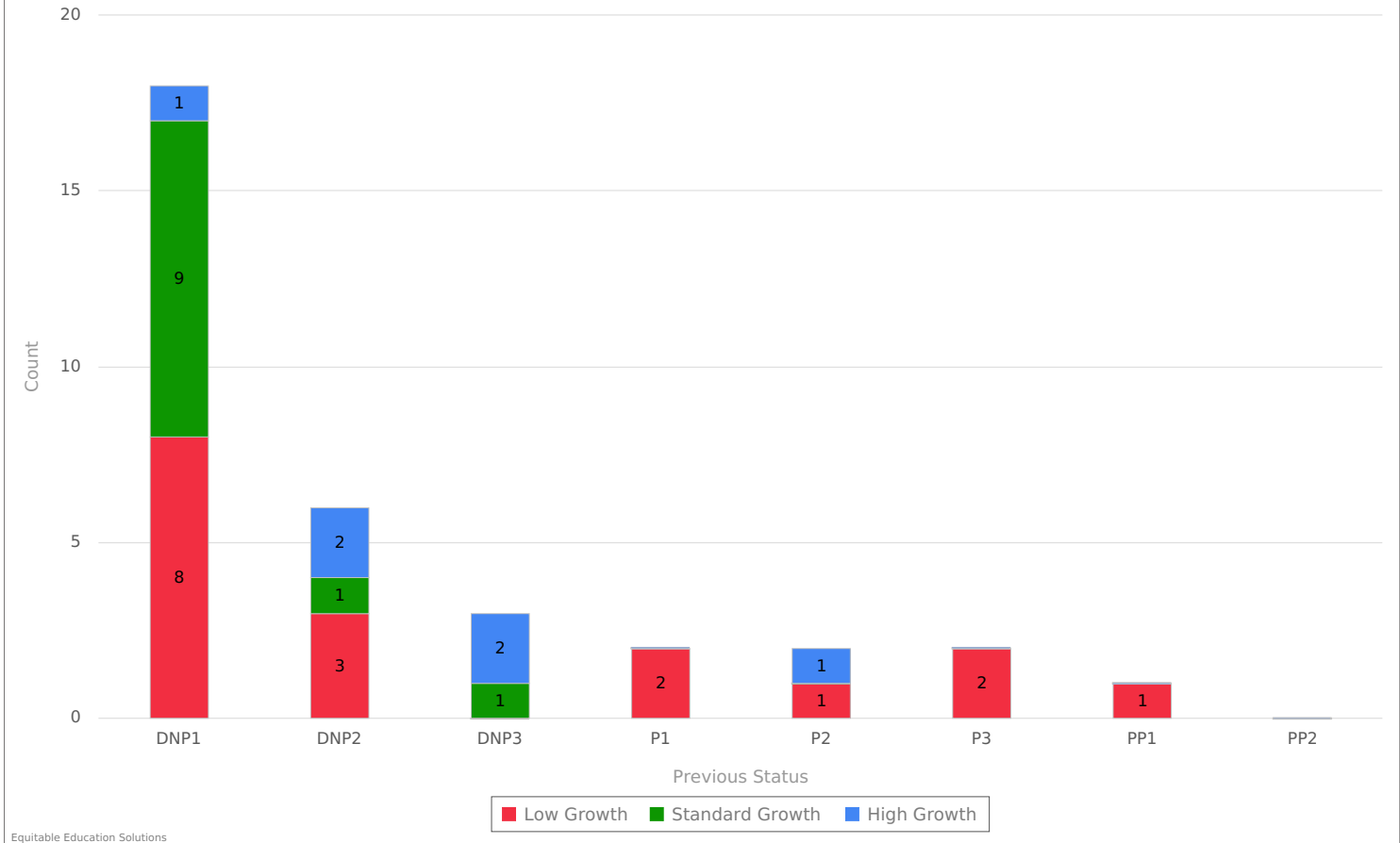
Of the 7 students who passed the previous year, there were 1 students (14.3%) who did not pass this year.

Of the 27 students who did not pass the previous year, there were 1 students (3.7%) who did pass this year. The net proficiency value (number of students gained minus students lost) was 0. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 20.0% this year. The year before the pass rate for these students was 20.0%.

- + There were 1 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 1 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (67.6%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.

## Oakland City Elementary School

### 2018 ELA Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 17 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 40.7% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 11 students in the standard growth category, which accounts for 32.4%.

There were 6 students in the high growth category, which accounts for 17.6%. More specifically, of last year's students who did not pass, 18.5% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

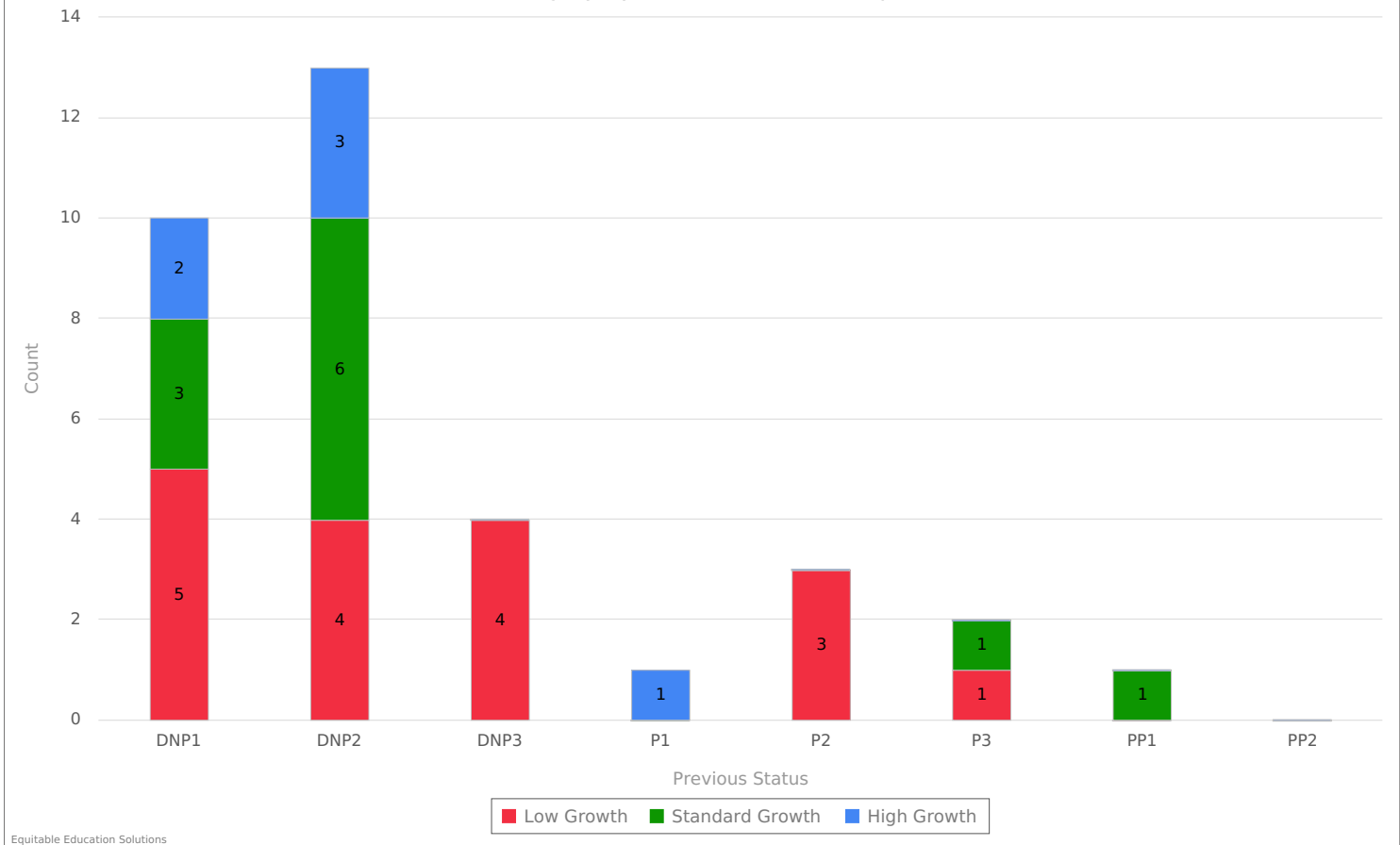
Those students nearest the cut scores (DNP3 and P1) had 40.0% in low growth and 40.0% in high growth. The net growth value (number of high growth students minus low growth students) was -11.

There were **11 students**, 32.4% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 5.6% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 100.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

## Oakland City Elementary School

2018 MATH Growth Category by Academic Peer Groups from Previous Year (SPED)



There were 17 students in the low growth category, which accounts for 50.0%. More specifically, of the students who did not pass the previous year, 48.1% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 11 students in the standard growth category, which accounts for 32.4%.

There were 6 students in the high growth category, which accounts for 17.6%. More specifically, of last year's students who did not pass, 18.5% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 80.0% in low growth and 20.0% in high growth. The net growth value (number of high growth students minus low growth students) was -11.

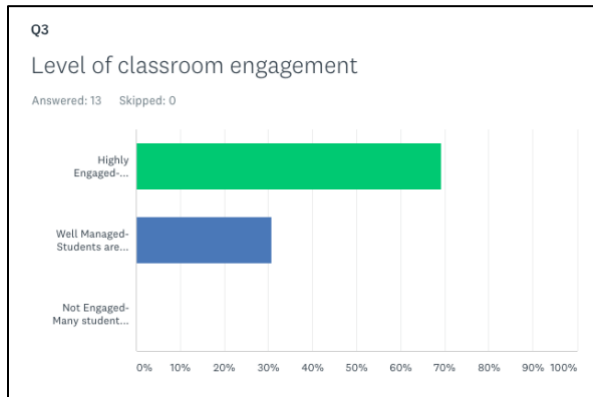
There were **13 students**, 38.2% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 20.0% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.

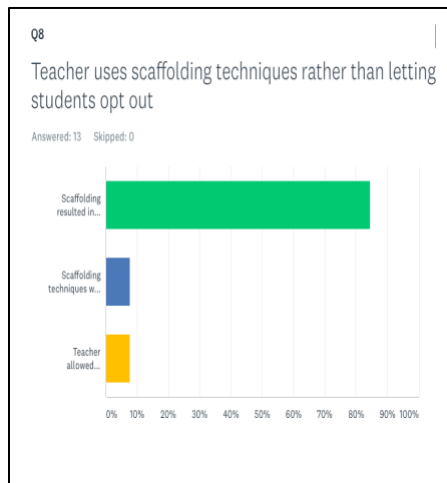
## Appendix C: Instructional Investigation

Overview: The instructional investigation at Oakland City Elementary School consisted of 13 classroom observations. The instructional investigations were conducted on February 25<sup>th</sup> and February 26<sup>th</sup>. Of the 13 observations, 69% occurred in an ELA class, 23% in Math, and 8% in Science. This report highlights the strengths and opportunities for improvement based on the data aggregated in the instructional investigation.

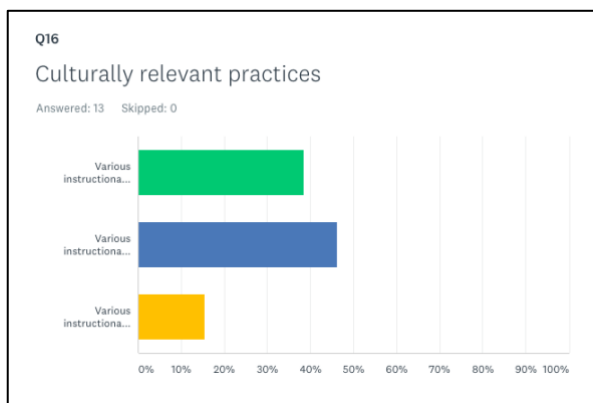
Strengths: The following graphs and narratives depict the highest effectiveness ratings based on the instructional investigations conducted by Equitable Education Solutions at Oakland City Elementary School.



In 100% of the classrooms, students were either authentically engaged in learning activities or were well managed indicating behavior is appropriate and does not interfere with instruction.

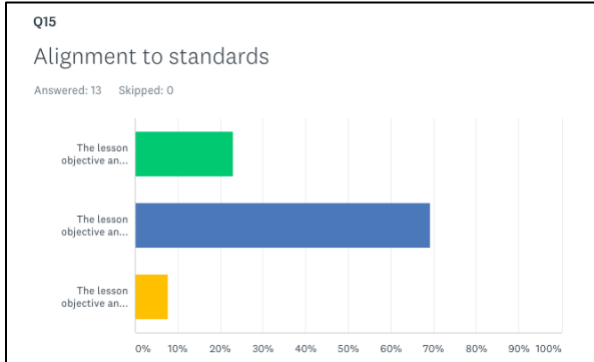


In 85% of the classrooms, teachers used scaffolding techniques rather than letting students opt out resulting in better understanding for all students.

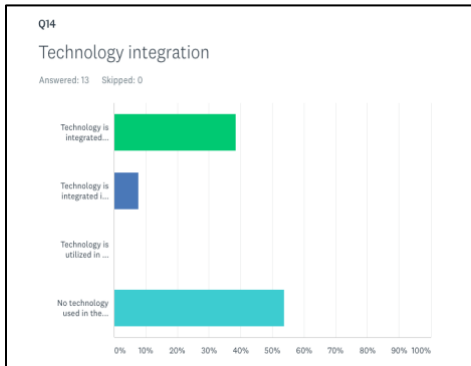


In 85% of the classrooms, various instructional strategies were actively being applied as it relates to accommodating diverse learning styles and language proficiency or was evident through initial implementation.

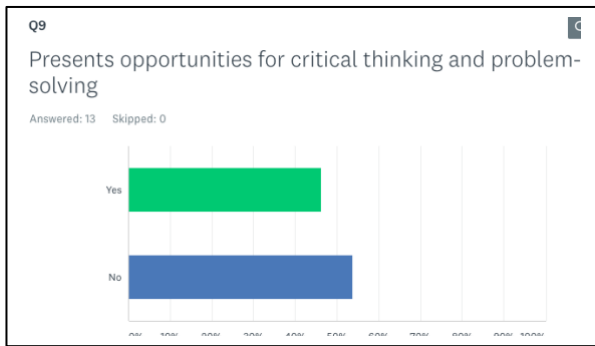
**Opportunity for Improvement:** The following graphs and narratives depict the largest opportunities for growth based on the instructional investigations conducted by Equitable Education Solutions at Oakland City Elementary School.



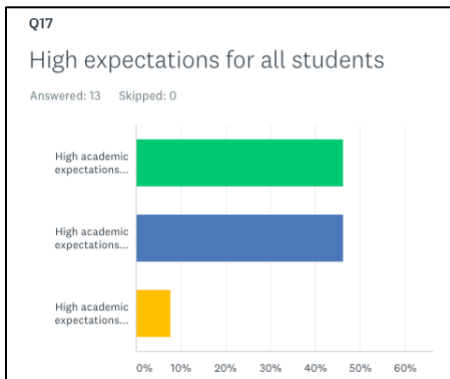
In 77% of the classrooms, the lesson objective and activity did not align or have a clear alignment to the Indiana Academic Standard addressed.



In 62% of the classrooms, there was no technology used in the lesson or it was unclear how it was utilized to enhance the learning progression for students.

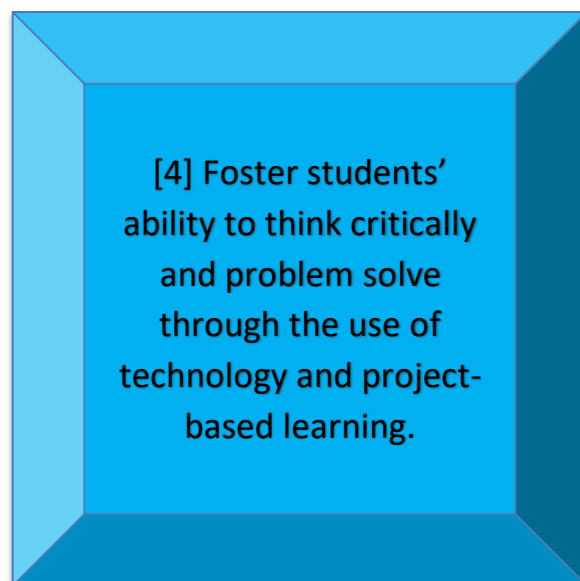
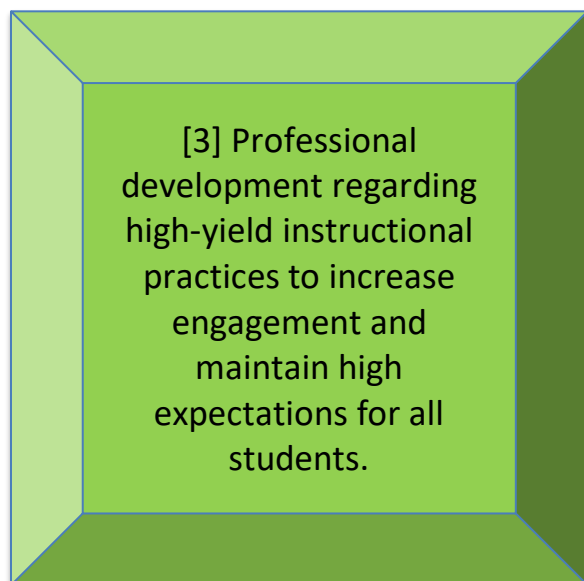
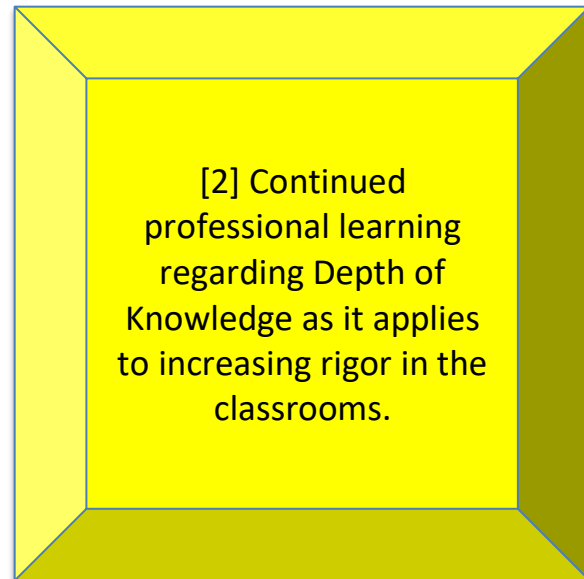
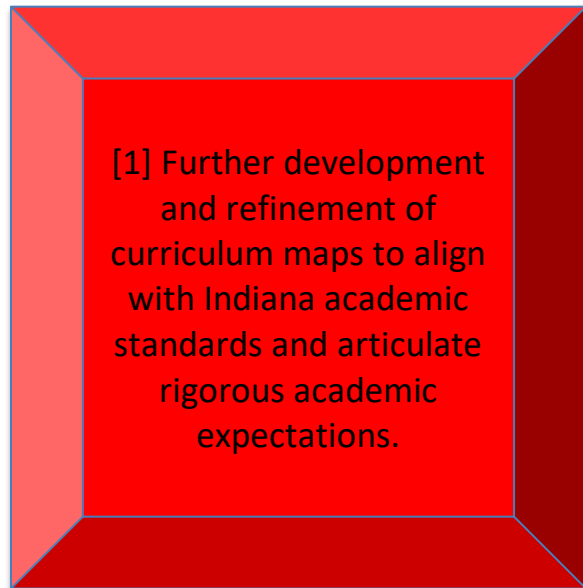


In 54% of the classrooms, students were not presented with opportunities for critical thinking and problem solving.



In 54% of the classrooms, high academic expectations were not clearly communicated for all students, as some or most students were able to disengage from the learning environment.

Analysis and Recommendations:



# curriculum audit

COMPREHENSIVE NEEDS ASSESSMENT  
for School Improvement Planning

**SESSIONS 5-6**

1

Identify the overall measures for key curriculum components

2

Rate current levels of process, implementation and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



# PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment for School Improvement Planning



Oakland City Elementary School

4	<b>EXEMPLARY</b> – Strong evidence of the key component within the measure of application.
3	<b>EVIDENT</b> – Key component is evident and observable within the measure of application.
2	<b>PARTIALLY EVIDENT</b> – Some evidence of the key component is observable within the measure of application.
1	<b>NOT YET EVIDENT</b> – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

**Process (P):** There is a consistent, systematic approach to curriculum throughout the building.

**Implementation (I):** The curriculum map components drive daily instruction.

**Refinement (R):** There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	2	2	1	5
Objectives and activities align to the rigor of priority standards.	2	2	1	5
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	1	1	1	3
It is clear how priority standards are consistently cycled back throughout the course of a school year.	1	1	1	3
<b>MEASURES OF APPLICATION TOTALS</b>	6	6	4	16/48





# PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment for School Improvement Planning



Oakland City Elementary School

## STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	Submitted curriculum maps are aligned to Indiana Academic Standards.	It is unclear how ILEARN resources were utilized to identify priority standards, which is one critical resource for the curriculum mapping process
Objectives and activities align to the rigor of priority standards.	Objectives and activities align to the Indiana Academic Standards identified in the curriculum maps submitted.	Priority, supporting, and additional standards are not clearly identified on the submitted curriculum maps impeding the ability to provide targeted instruction.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	Upper elementary grade levels have a scheduled allotment of time daily for reteaching and enrichment. Title 1 resources are utilized to provide reteaching for students who qualify in grades 1 through 5.	A schoolwide allotment of time for reteaching/enrichment for optimal student learning has not been identified.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	Teachers are utilizing Edmentum to assess student progress and identify the need for reteaching specific standards.	Alignment to the prioritization of Indiana Academic Standards as outlined by ILEARN assessment resources and a process to determine which priority standards are cycled back is not present in math or ELA curriculum maps.



# STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment  
for School Improvement Planning



Oakland City  
Elementary  
School

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**Refinement (R):** There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	2	1	1	4
Tiered assessments are established for each priority standard.	1	1	1	3
Students are provided choices for how they learn and show mastery of priority standards.	1	1	1	3
<b>MEASURES OF APPLICATION TOTALS</b>	4	3	3	10/36



# STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment  
for School Improvement Planning



Oakland City  
Elementary  
School

## STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	Indiana Academic Standards are broken down into quarterly instructional cycles to ensure all standards are addressed.	Learning progressions are not yet identified for each prioritized Indiana Academic Standard in the curriculum map.
Tiered assessments are established for each priority standard.	The utilization of tiered assessments is currently in the rudimentary stages of development with teachers assessing throughout units of study using resources such as Edmentum and assessment strategies such as bell ringers and exit tickets.	Current curriculum maps lack tiered assessments as they relate to the learning progression identified for each priority standard.
Students are provided choices for how they learn and show mastery of priority standards.	Teachers and students have access to curricular materials which can create the opportunity for choice within learning and assessment.	Multiple modes of assessment are not currently utilized to provide choices for students to display their learning and mastery of the priority standards.



# CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment for School Improvement Planning



Oakland City Elementary School

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**Process (P):** There is a consistent, systematic approach to curriculum throughout the building.

**Implementation (I):** The curriculum map components drive daily instruction.

**Refinement (R):** There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	1	1	1	3
Essential questions that promote inquiry within each unit of study are present.	1	1	1	3
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	1	1	1	3
There is a cross-curricular alignment to literacy or other content standards.	1	1	1	3
Employability skills (21 <sup>st</sup> Century skills) are identified and embedded within the activities of each unit of study.	1	1	1	3
There is a system for teachers to reflect and provide feedback to the units of study.	1	1	1	3
<b>MEASURES OF APPLICATION TOTALS</b>	6	6	6	18/72



# CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment for School Improvement Planning



Oakland City Elementary School

## STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	Learning objectives included in the current curriculum maps provide a framework for developing enduring understandings.	Enduring understandings that promote the internalization of the purpose for learning and retention of learning are not evident.
Essential questions that promote inquiry within each unit of study are present.	Learning objectives currently included in the curriculum maps could lend to the development of essential questions that promote inquiry.	Essential questions that foster investigation and inquiry, while organizing focus throughout a unit of study, are not currently evident.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	High-frequency, academic, and assessment vocabulary words are included in the curriculum maps.	An opportunity for teacher refinement and incorporation of vocabulary for ILEARN readiness into instruction exists.
There is a cross-curricular alignment to literacy or other content standards.	Although not explicitly stated in the current curriculum maps, instructional investigations revealed cross-curricular alignment is frequently occurring in classrooms.	Cross-curricular literacy development across subject areas is not currently evident in the curriculum maps.
Employability skills (21 <sup>st</sup> Century skills) are identified and embedded within the activities of each unit of study.	Students are highly engaged and responsive to the expectations present in the learning environment.	Employability skills are not currently identified in curriculum maps, which becomes an Indiana requirement in July of 2019.
There is a system for teachers to reflect and provide feedback to the units of study.	Despite no formalized system, teachers are reflective practitioners who regularly analyze and adjust their own instruction.	The addition of a scheduled time or teachers to revise and refine curriculum as it relates to core curricular elements and their impact on student learning is recommended.



# OVERALL REPORT

Comprehensive Needs Assessment  
for School Improvement Planning



## Oakland City Elementary School

### KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	16/48
Student Learning Indicators	9/36
Core Curricular Elements	18/72
<b>CURRICULUM AUDIT SCORE</b>	<b>43/156</b>

### APPLICATION TOTALS

Key Component	Totals
Process	15/52
Implementation	15/52
Refinement	13/52

**ANALYSIS & RECOMMENDATIONS:** Based on the curriculum review conducted for Oakland City Elementary School, it is recommended that the following professional learning occur:

- (1) Unpack prioritized standards in order to deeply understand content, build measurable objectives for classroom instruction, and construct proficiency scales to gauge student learning progressions and elevate individualized learning.
- (2) Engage in building inter-disciplinary curriculum maps including units of study that include: (1) enduring understandings, (2) essential questions, (3) key concepts and vocabulary, (4) Indiana employability skills, (4) social-emotional learning indicators, and (5) curricular resources to be utilized throughout each unit.
- (3) Construct tiered assessments that inform educators, students, and parents where students are in the progression of their learning in each prioritized standard.
- (4) Establish a data-driven refinement cycle for continued curriculum map development.



COMPREHENSIVE NEEDS ASSESSMENT FOR  
SCHOOL IMPROVEMENT PLANNING

# Assessment Audit

Sessions 5-6

01

Analysis  
from inquiry  
forms

02

Assessment  
length and skills  
addressed

03

Item type analysis

04

Webb's Depth  
of Knowledge

05

Metacognition



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

School Oakland City Elementary School

Number of Assessments Analyzed 52

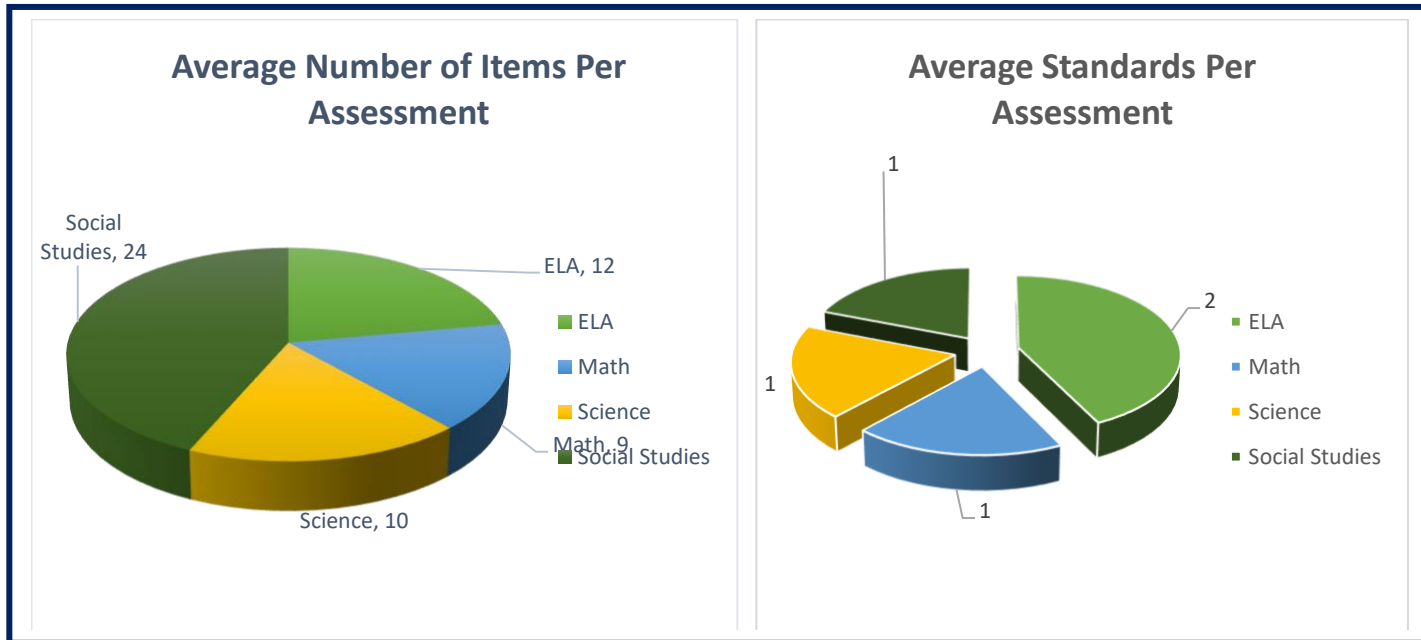
**Types of Assessments Analyzed** A variety of assessments from grades K-6 representing ELA, Math, Social Studies, and Science were submitted for review. The assessments consisted of both formative and summative assessments including unit tests and quizzes, exit tickets, and checks for understanding.

The assessment audit focuses on the following components:

- Assessment Length and Number of Skills Addressed
- Item Type Analysis
- Webb’s Depth of Knowledge
- Metacognition in Assessment

Process for Writing Assessments	
<b>Summary:</b> Oakland City Elementary submitted 52 assessments to be reviewed for the Assessment Audit. This included 17 ELA assessments, 19 Math assessments, and a combined total of 16 Social Studies and Science assessments from grades Kindergarten through sixth. These assessments provided evidence that Oakland City Elementary School teachers present students with a variety of standards-based assessments with varied levels of difficulty and question types.	
Strength	Opportunity for Improvement
The assessments provided by Oakland City Elementary School were aligned to Indiana Academic Standards. The assessments were of varied length and provided multiple item types. The use of metacognition was evidenced on a small sampling of items.	With further development, opportunities exist for assessments to allow for higher order thinking and increased use of metacognition. By increasing the depth of these assessments, students will improve their critical thinking skills and become more reflective learners providing them with the tools and academic rigor to improve performance.





### Assessment Length and Skills Addressed

Based on the 52 assessments submitted for review, ELA assessments consisted of an average of 12 items, Math consisted of an average 9 items, Science consisted of an average of 10 items, with Social Studies containing the highest number of assessment items with an average of 24. Furthermore, students were consistently evaluated over a single standard in the areas of Math, Science, and Social Studies, while ELA assessments evaluated student learning on an average of two standards.

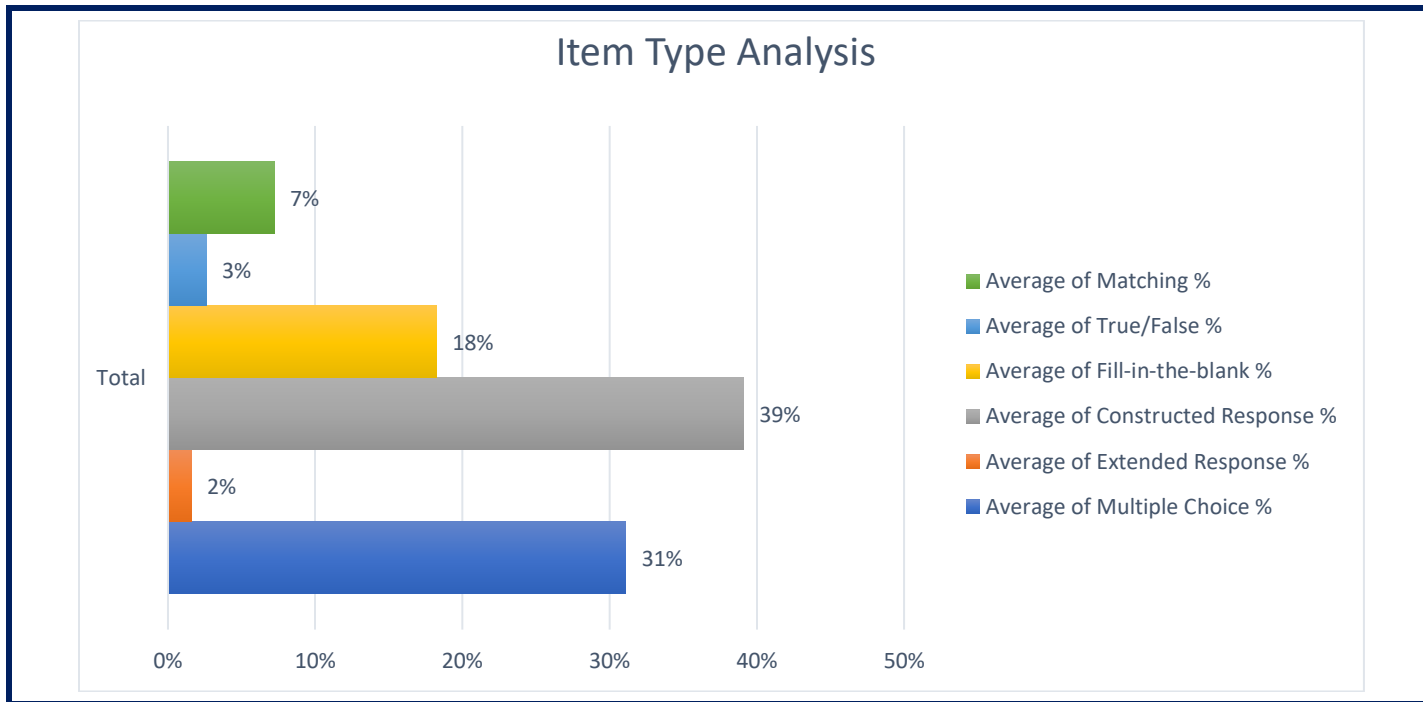
#### Strength

Students are given multiple opportunities to demonstrate their mastery of one particular standard. This item-to-standard ratio is an evidence-based best practice for assessment of student learning.

#### Opportunity for Improvement

To ensure that maximal student learning occurs, teachers should align assessments to curriculum maps designed with a clear prioritization of standards. Assessments should align to these prioritized Indiana Academic Standards.





#### A

A total of 613 items were analyzed for the purpose of this audit. Of those 613 items, 39% were constructed response, 31% were multiple choice, 18% were fill-in-the-blank, 7% were matching, 3% were true/false, and 2% were extended response.

\* It is important to note that computation problems in Math assessments are categorized as a constructed response item type for this assessment audit.

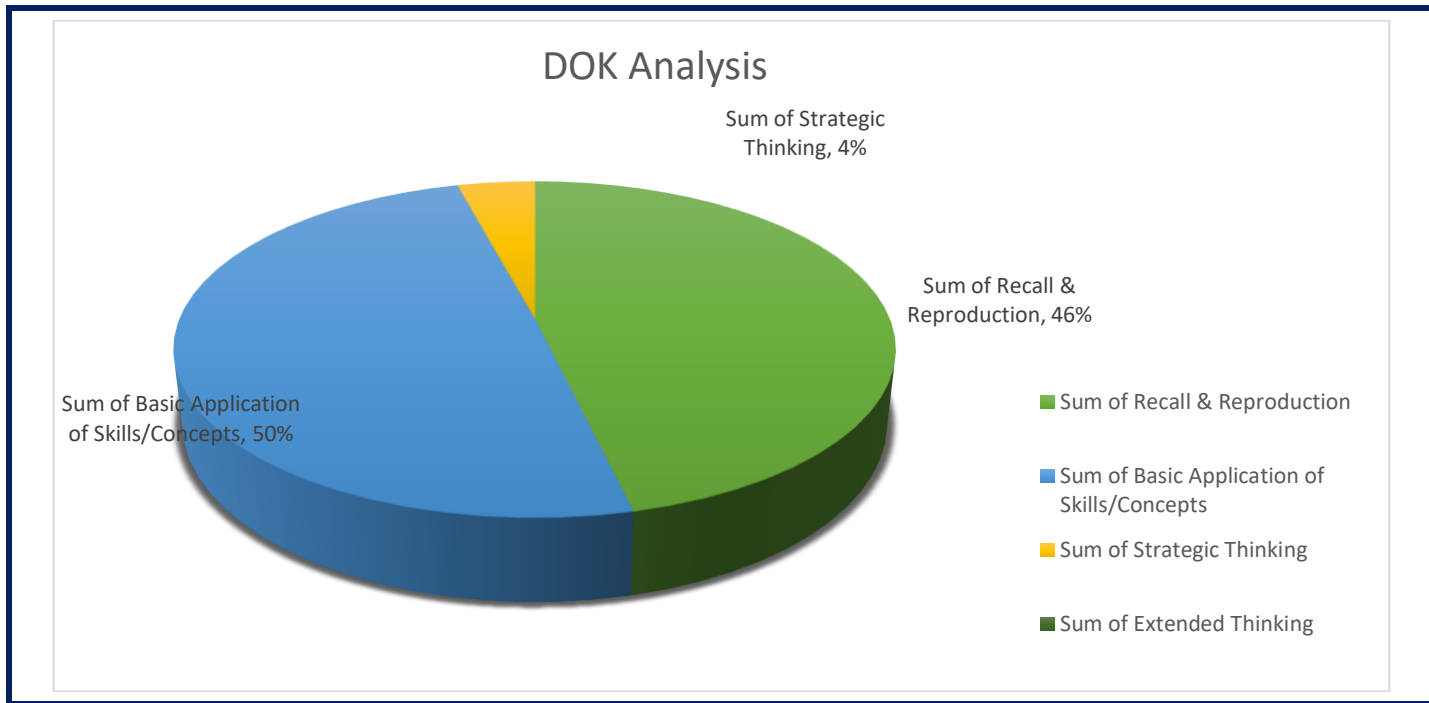
#### Strength

Of the items that appeared on the assessments submitted for review, several provided opportunities for writing to extend or explain student thinking.

#### Opportunity for Improvement

By increasing the number of constructed and extended response items, teachers could increase the DOK and rigor of assessments to ensure that the depth of the Indiana Academic Standards are addressed. This would result in increased critical thinking and learning retention.





### Webb's Depth of Knowledge

Of the 613 items assessed for the Assessment Audit, 282 were DOK level 1 (recall and reproduction), 306 were DOK level 2 (basic application of skills and concepts), and 25 items were DOK level 3 (strategic thinking), while no items required DOK level 4 or extended thinking.

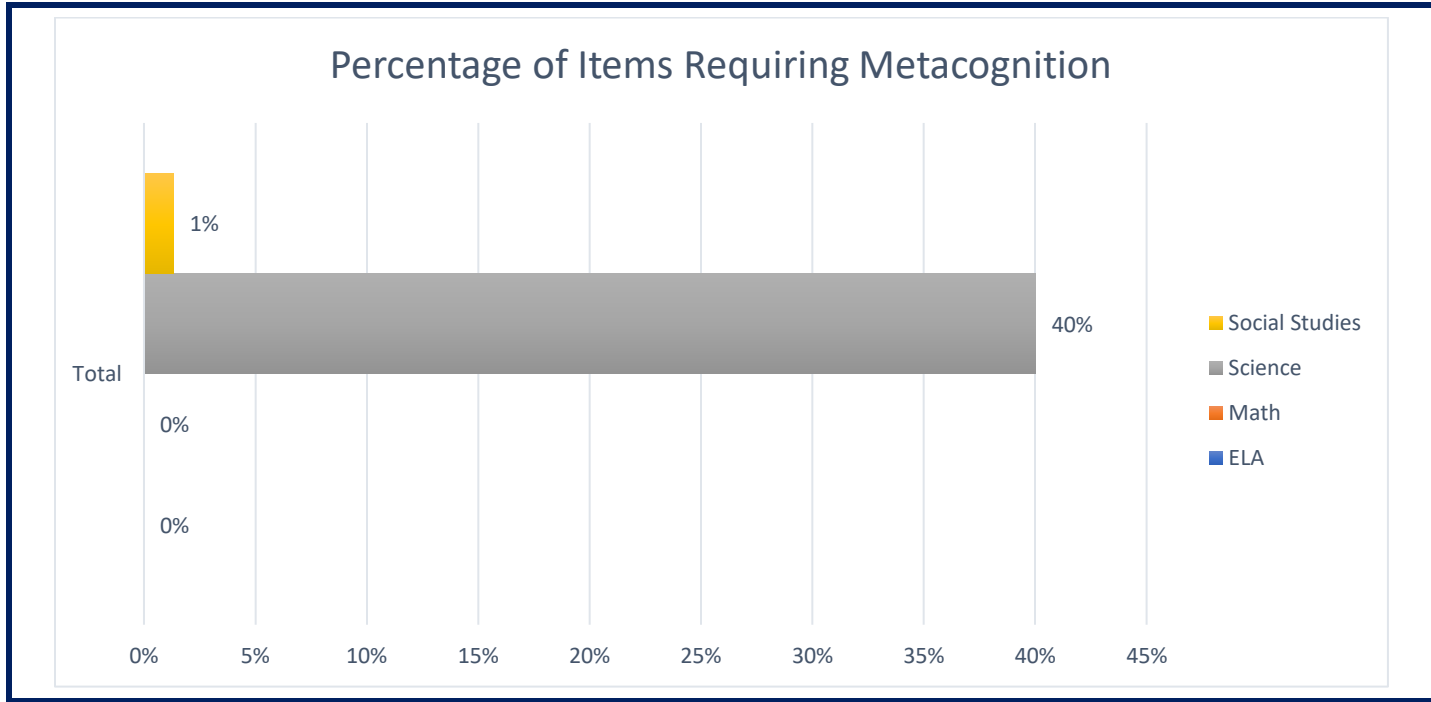
#### Strength

The items presented on these assessments align to the Indiana Academic Standards, so there is an opportunity to refine existing assessments in order to increase the rigor and cognitive demand of the items.

#### Opportunity for Improvement

Assessments will be more useful for meaningful teaching and learning when the level of rigor is increased. By increasing the level of Depth of Knowledge presented on the assessments, students will more readily engage in tasks that require critical thinking and problem solving.





#### Metacognition in Assessment

Of the 52 assessments submitted by Oakland City Elementary, a total of 14 items presented on fifth grade Science assessments and one item on a sixth grade Social Studies assessment provided an opportunity for students to engage in metacognitive thinking.

#### Strength

There was evidence of metacognitive questioning included in a select number of assessments. Additionally, based on the item-type analysis, there is evidence that teachers are already presenting students with opportunities to utilize constructed response questions in order to demonstrate their learning, so there is an existing opportunity to refine those questions to include metacognitive elements.

#### Opportunity for Improvement

There is ample opportunity for teachers to create opportunities for metacognition on the existing assessments. By incorporating these thinking strategies into instruction and assessment we can strengthen student learning and deepen engagement for students.



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## Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for Oakland City Elementary School. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.

1

**Webb's Depth of Knowledge & Bloom's Taxonomy.** Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.

2

**Rigorous instructional practices.** Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at your school. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.

3

**Metacognition practices.** Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.





EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

# ROOT CAUSE ANALYSIS

## Appendix F

### Comprehensive Needs Assessment for School Improvement Planning

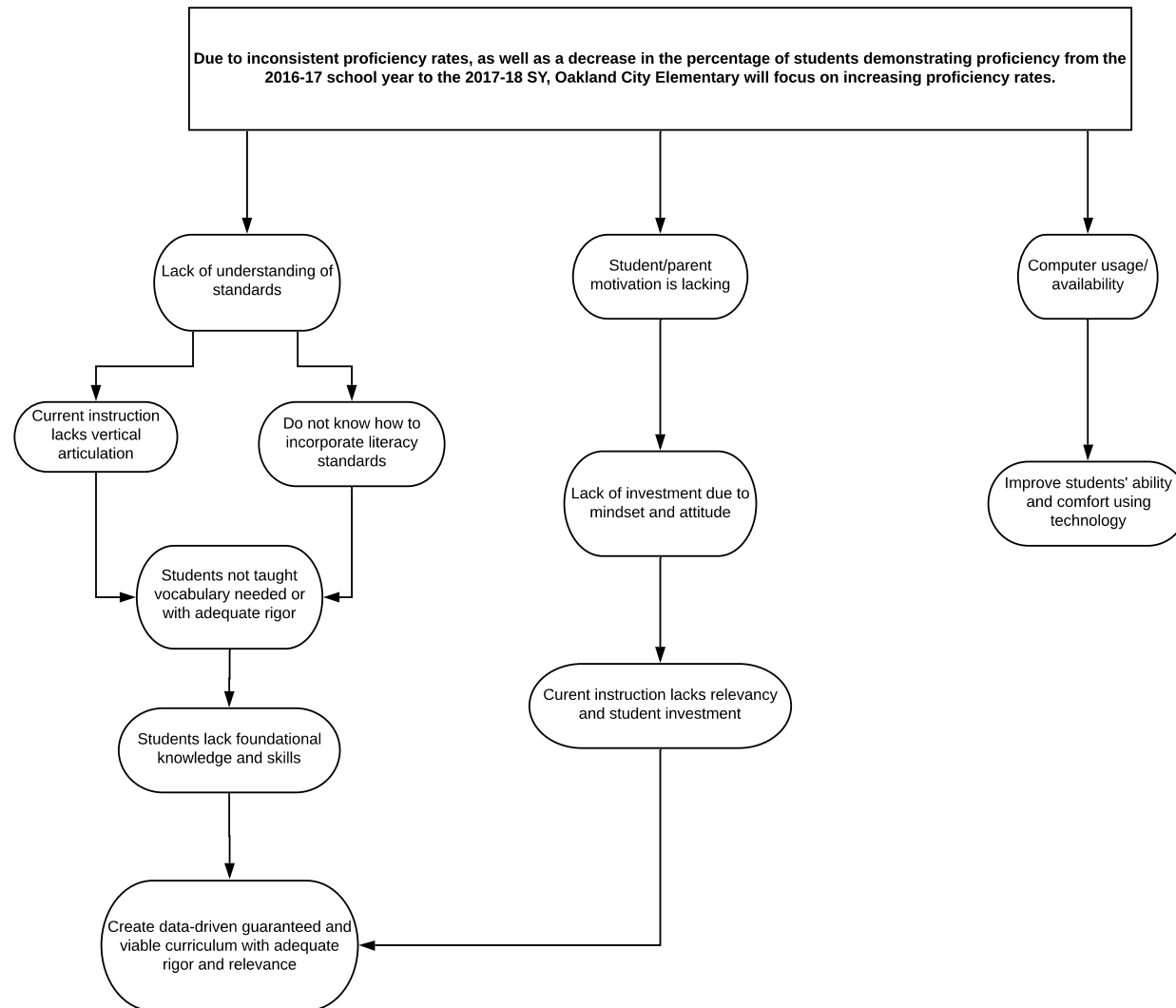
Based on our collaboration with your team, we engaged in a root cause analysis protocol (cause mapping), to further define the root causes of current outcomes. Provided in Appendix F is a compilation of your team's work.



# Root Cause Analysis

Focus Area 1	Focus Area 2	Focus Area 3	Focus Area 4
Increase proficiency in ELA and Math as evidenced by ILEARN data.	Increase growth in ELA and Math as evidenced by ILEARN data.	Increase model attendee rate.	Improve academic outcomes for student subgroups of FRL and SPED.

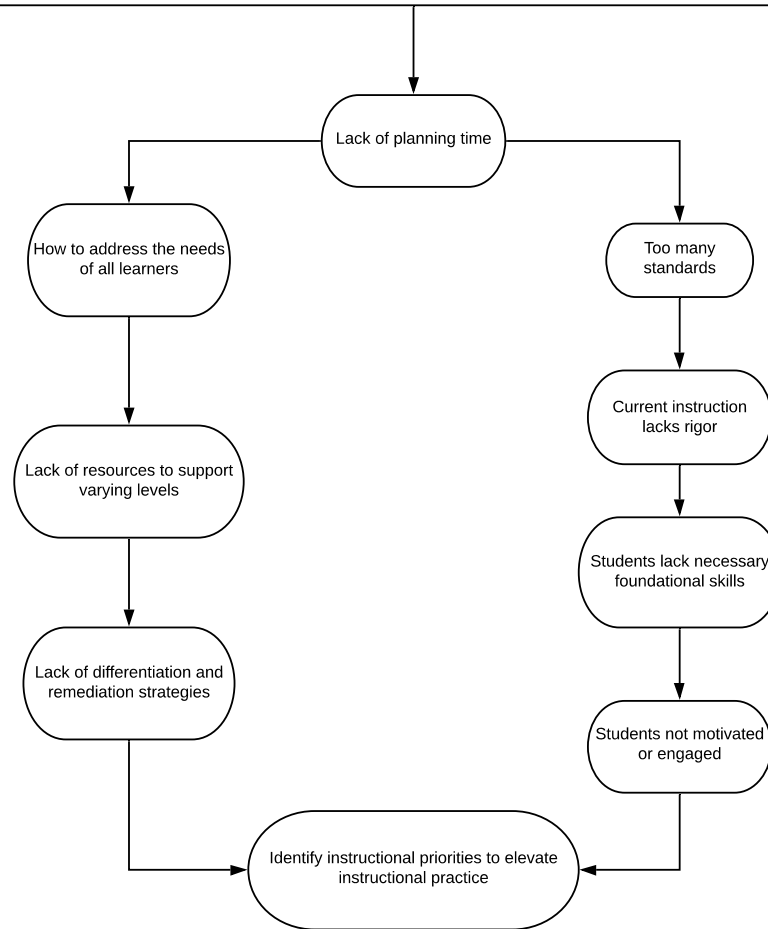
# Focus Area 1



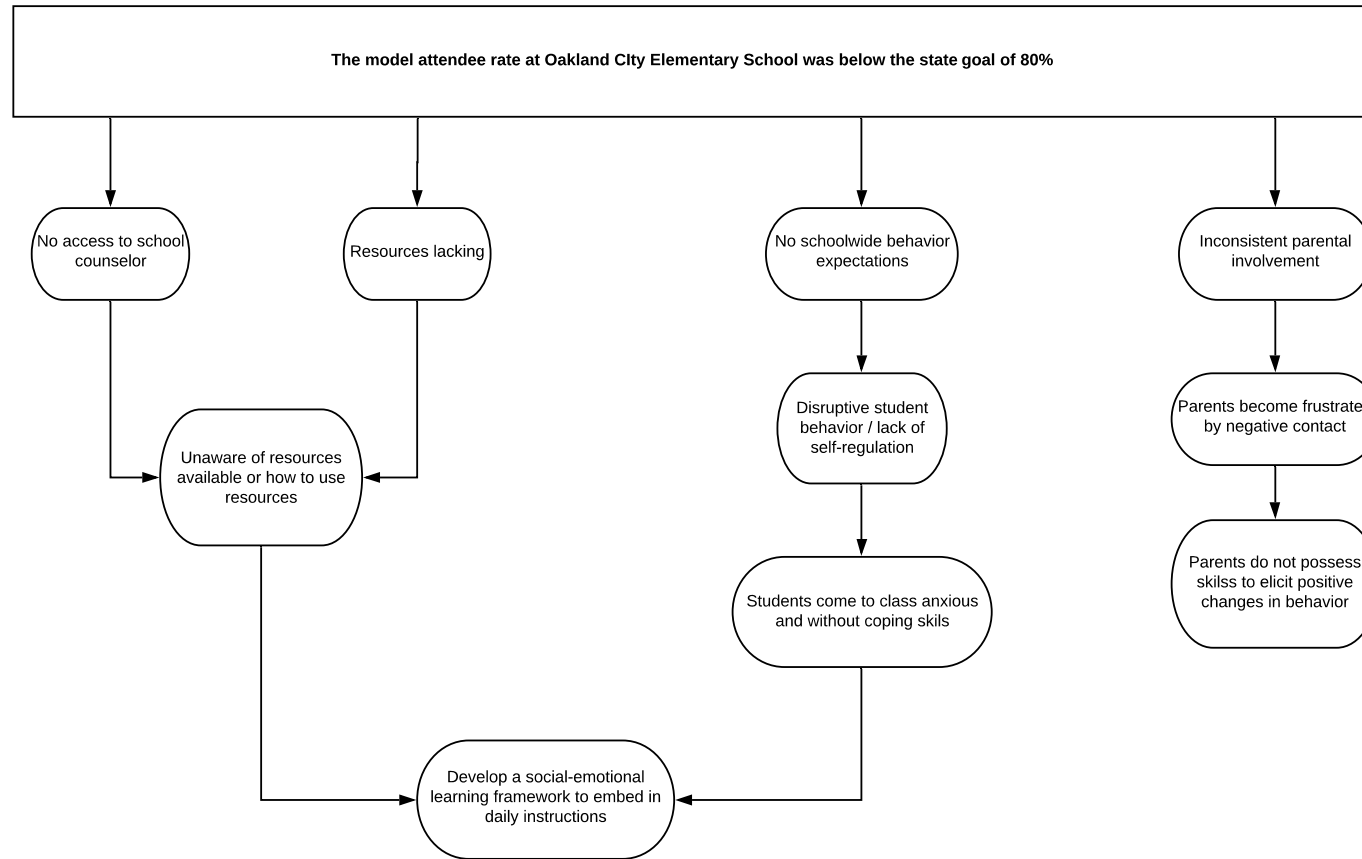


# Focus Area 2

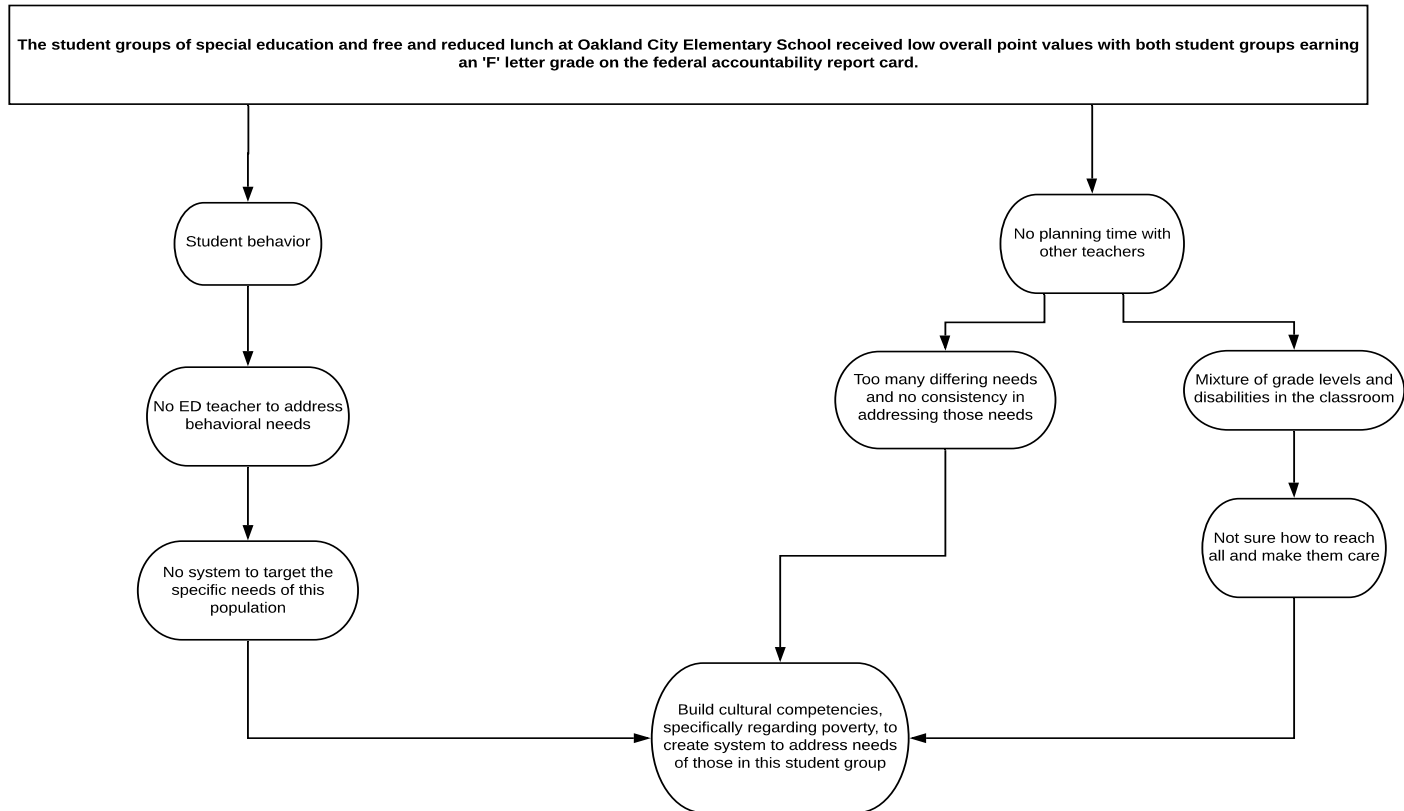
A disproportionate number of Oakland City Elementary School students are demonstrating low growth in English Language Arts and Math.



# Focus Area 3



# Focus Area 4



# Comprehensive Needs Assessment for School Improvement Planning

SESSIONS 9-12



EQUITABLE EDUCATION SOLUTIONS  
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## STEP 1: SET PD GOALS

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

## STEP 2: DEFINE PD OPPORTUNITIES

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



## STEP 3: DESCRIBE NECESSARY RESOURCES FOR PD

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



## STEP 4: DETERMINE HOW TO EVALUATE THE IMPACT OF PD



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

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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**PD Goal 1:** Oakland City Elementary teachers will engage in a process of curriculum development and refinement in order to ensure a guaranteed and viable curriculum which will include the following: (1) increase understanding of the core curricular elements and how they impact student achievement, (2) prioritize Indiana academic standards, literacy standards, and employability standards (3) develop units of study based on the prioritization of standards incorporating literacy throughout, (4) develop a balanced and comprehensive assessment system aligned to curriculum maps, and (5) design a process for curriculum map refinement throughout the year.

**Rationale:** Students at Oakland City Elementary have demonstrated inconsistencies in proficiency rates on both the English/Language Arts (ELA) and Math annual state standardized assessment with 47.10% of students demonstrating proficiency in ELA for the 2017-2018 SY, which is a decline of 8.79% from the 2016-2017 SY, and 39.35% of students attaining proficiency in Math for the 2017-2018 SY, which is a 15.2% decline from the 2016-2017 SY. During the root cause analysis, it was determined that curriculum maps lacking complete identification of priority standards including a cycle in which these standards would be revisited throughout the school year, as well as the necessary academic rigor, were the cause of the decline in proficiency rates. Proficiency is fostered by the delivery of a guaranteed and viable curriculum, including systems of instruction, assessment, grading, and academic reporting based on students demonstrating they have learned the knowledge and skills (Indiana Academic Standards) they are expected to as they progress through their education. By developing and integrating systems to support proficiency, Oakland City Elementary will take measures to increase student achievement, and thus proficiency.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
Create an understanding of ILEARN assessment resources provided by the Indiana Department of Education (IDOE).	Indiana Academic Standards, ILEARN resources, collaboration time, Equitable Education Solutions (EES)	As needed: Inform and provide training as the ILEARN resources are continually updated.	Indiana Academic Standards and ILEARN resources
Engage in process of identifying priority and supporting Indiana academic standards.	Devices, PD time, stipends, curriculum map template, EES, IDOE frameworks and resources	Ensure vertical alignment of prioritized standards.	Devices, scheduled time, curriculum maps for each grade level
Develop interdisciplinary units of study aligned to the prioritized standards.	Devices, PD time, stipends, curriculum map unit planners, EES	-Feedback on each unit of study to ensure alignment with priority standards. -Coaching sessions on further development of units.	Devices, scheduled time, curriculum maps
Unpack and embed content area literacy standards and employability standards within curriculum maps.	Devices, PD time, stipends, EES, IDOE frameworks and resources	Feedback regarding effective incorporation of standards in curriculum maps.	Devices, scheduled time, curriculum maps
Create a comprehensive and balanced assessment system aligned to each unit of study.	Devices, PD time, stipends, curriculum map unit planners, Equitable Education Solutions	Data analysis of administered assessments to drive instruction.	System of data analysis tied to system of assessment, scheduled time

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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<p>Establish an ongoing process of reflection to revise and refine curriculum maps.</p>	<p>PD time, stipends, Oakland City Leadership Team, EES</p>	<p>An inquiry cycle process and time for grade levels to engage in collaboration to revise and refine curriculum maps.</p>	<p>Curriculum maps, scheduled time</p>
<p><b>Methods for Measuring PD Impact:</b></p> <ul style="list-style-type: none"> <li>• A building-wide understanding of core curricular elements.</li> <li>• The identification of priority standards for all content areas and grade levels.</li> <li>• Units of study aligned with priority standards that demonstrate vertical alignment in all content areas of grade levels.</li> <li>• The development of tiered assessments used to evaluate students' progression towards the mastery of prioritized standards, which in turn drive instructional decision making.</li> <li>• The incorporation of literacy and employability skills within each unit of study.</li> <li>• Classroom instruction that reflects the rigor of Indiana Academic Standards.</li> </ul>		<p><b>Plan for Measuring PD Impact:</b></p> <ul style="list-style-type: none"> <li>• Student growth and proficiency will increase as measured through building-wide data analysis of formative assessments, Edmentum Exact Path, IXL, and ILEARN.</li> <li>• Classroom observations will identify the implementation of a guaranteed and viable curriculum.</li> <li>• Teacher performance will demonstrate an increase in number of teachers identified as effective during evaluative walkthroughs.</li> </ul>	

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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**PD Goal 2:** Oakland City Elementary will engage in a cycle of professional learning to collectively construct a building-wide framework identifying expectations and common language regarding evidence-based best practices in education in order to elevate instructional practices. Non-evaluative walkthrough data and a cycle of instructional coaching will identify the effectiveness of professional learning related to student engagement, differentiation, grading practices, and blended learning in order to ensure a high-level of instruction and maximal opportunities for learning are provided for all students.

**Rationale:** Oakland City Elementary demonstrated a disproportionate number of students receiving low growth on both the ELA and Math annual state standardized assessments for the 2017-2018 SY. Specifically, in 2017-2018 51.33% of students demonstrated low growth in ELA, with 61.06% of students demonstrating low growth in Math. Trend data indicate students exhibiting proficiency in previous years may not be receiving the instruction that fosters adequate growth to maintain the necessary level of proficiency as the percentage of students demonstrating low growth increased by 10.59% on the ELA assessment and 1.43% on the Math assessment. The root cause analysis of low growth in ELA and Math on state standardized assessments identified a need for support and coaching around evidence-based instructional best practices. Specifically, it identified a need to establish prioritized instructional practices that would serve to establish a common language and understanding regarding instructional practice and align professional development. Growth in student learning is influenced through a teacher’s ability to implement a variety of evidence-based, high-effect instructional strategies that help students develop the skills necessary to grow in their learning. In order to increase the number of students demonstrating high levels of growth on ELA and Math state standardized assessments, Oakland City Elementary will build capacities to implement evidence-based, high-effect instructional practices in the classroom. The application of elements of high-quality instruction will increase student investment and engagement, which will in turn positively impact growth.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
Introduce the staff to the instructional priorities document to establish a building-wide instructional framework.	Electronic version of the instructional priority document, hardcopies of the instructional priority document, ILEARN data, chart paper, markers, devices, PD time, stipends, Equitable Education Solutions (EES)	-Collectively develop an overarching framework in order to support professional learning -Refine the instructional priority document as needed	Devices, Instructional Priorities document, scheduled time, EES
Engage in a cycle of professional learning pertaining to evidence-based engagement strategies to utilize in the classroom.	<i>Teach Like a Champion</i> books, chart paper, markers, devices, PD time, stipends, EES	Develop Non-Evaluative Walk Through Form for coaching and peer review	Non-Evaluative Walk Through Form, Instructional Priorities document, scheduled time, devices
Provide staff with training over differentiation while maintaining high expectations to ensure the needs of all learners are being met without compromising rigor.	EES professional development modules, chart paper, markers, devices, PD time, stipends, EES	-Coaching pertaining to identification of DOK levels -Non-Evaluative Walk Through Form for coaching and peer review	Curriculum maps, DOK reference sheets, ILEARN resources, Non-Evaluative Walk Through Form data, scheduled time, devices

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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<p>Engage in a cycle of professional learning regarding effective grading practices and promoting self-efficacy.</p>	<p>EES professional development modules, self-efficacy resources, formative assessment data, chart paper, markers, devices, PD time, stipends, EES</p>	<p>-Coaching on assessment development -Coaching regarding grading and student feedback -Non-Evaluative Walk Through Form for coaching and peer review</p>	<p>Curriculum maps, formative assessment data, self-efficacy resources, Non-Evaluative Walk Through Form data, scheduled time, devices</p>
<p>Collaboratively construct a system to increase blended learning practices and elevate the use of technology in the classroom.</p>	<p>EES professional development modules, blended learning resources, curriculum maps, chart paper, markers, devices, PD time, stipends, EES</p>	<p>-Coaching on high effect blended learning practices -Non-Evaluative Walk Through Form for coaching and peer review</p>	<p>Curriculum maps, online educational resources inventory, Edmentum-Exact Path &amp; IXL data, Non-Evaluative Walk Through data</p>
<p><b>Methods for Measuring PD Impact:</b></p> <ul style="list-style-type: none"> <li>• An increase in the application of the elements of high-quality instruction as identified by the Non-evaluative Walk Through Form.</li> <li>• An increase in effectiveness of classroom instruction as measured by non-evaluative and evaluative observations.</li> <li>• An increase in students demonstrating moderate to high levels of growth on ILEARN.</li> <li>• An increase in student and staff positive climate and culture data.</li> <li>• Improved teacher retention rates.</li> </ul>		<p><b>Plan for Measuring PD Impact:</b></p> <ul style="list-style-type: none"> <li>• Development of a system for analyzing walkthrough data.</li> <li>• Development of a system for monitoring and providing feedback over incorporation of strategies in units.</li> <li>• Teacher collaboration over student assessment data.</li> <li>• End of quarter teacher reflection sheets that provide teachers an opportunity to provide feedback on the impact of the different training cycles.</li> </ul>	



# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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**PD Goal 3:** Oakland City Elementary staff will engage in a cycle of professional development in order to better address the social-emotional needs of students. The supports will focus on the incorporation of social-emotional learning indicators into current practice and expanding cultural competency in relation to generational poverty. The intended outcomes will be the staff’s increased ability to build relationships with students, provide culturally relevant instruction, ensure current PBIS practices are supportive of social-emotional initiatives, engage students in the development of key social-emotional learning indicators, and reduce student absences.

**Rationale:** Oakland City Elementary serves a student population significant for high levels of poverty who present the need for comprehensive social-emotional supports. In order to support the development of social-emotional capacities and improve academic outcomes, Oakland City Elementary acknowledges the need for an explicit, targeted, schoolwide social-emotional framework. The staff recognizes having a better understanding of their students’ backgrounds and an inclusive and supportive school culture will foster relationship building in order to facilitate improved attendance, behavior, and academic performance.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
Collaboratively reflect on current practice regarding social-emotional learning and cultural competency by reviewing data from social-emotional competencies survey and completing implicit bias survey in order to identify target areas of social-emotional framework.	Devices, PD time, survey data, implicit bias survey, stipends, EES	Review and analyze survey results to identify current levels of social-emotional learning and cultural competency capacities, as well as stereotypes and biases, in relation to current implications on practice and performance.	Scheduled time, survey data, social-emotional framework document
Establish a social-emotional framework to support the building-wide integration of social-emotional competencies in daily instruction.	Devices, PD time, IDOE Social Emotional Learning Framework, curriculum map unit planners, stipends, EES	-Instructional support to integrate SEL into instruction. -Update social-emotional framework as needed.	Scheduled time, stipends, social-emotional framework document
Provide professional development pertaining to cultural competencies, specifically generational poverty, as it relates to students at Oakland City Elementary.	Devices, PD time, cultural competency resources and support, stipends, EES	Staff discussions over cultural competencies and long-term implications on instruction and student outcomes.	Scheduled time, cultural competency resources
Engage in professional development to identify PBIS best practices in relation to current PBIS strategies to facilitate alignment of social-emotional learning initiatives and PBIS system.	Devices, PD time, PBIS resources, social-emotional learning framework, stipends, EES	Coaching and support for PBIS Leadership team to provide ongoing building-wide support in the implementation of updated PBIS system.	Scheduled time, PBIS resources



## Methods for Measuring PD Impact:

- Increased application of culturally responsive teaching strategies in daily instruction and interactions with students.
- SEL curriculum integrated into instruction.
- PBIS framework applied with fidelity building wide.
- Increased academic outcomes for student subgroups of SPED and FRL.
- Increase in student attendance.
- Decrease in disciplinary actions.

## Plan for Measuring PD Impact:

- An increase in attendance rates for all students.
- A decrease in disciplinary actions.
- An increase in positive behavioral data.
- An increase in student engagement.



## EES Professional Development & Implementation Roadmap

**Annual SMART GOAL 1: Whole School SMART Goal:** Educators at Oakland City Elementary will establish a guaranteed and viable curriculum through the completion of curriculum maps aligned with Indiana Academic Standards. Routine collaboration will occur throughout the 2019-2020 school year to refine curriculum maps and increase instructional capacity in order to improve student proficiency in ELA and Math on the ILEARN assessment in the following increments:

- A 7.1% increase in students demonstrating proficiency in Math
- A 6.2% increase in students demonstrating proficiency in ELA

**Special Education Subgroup SMART Goal:** Students in the special education subgroup at Oakland City Elementary will demonstrate an increase in the percentage of students earning proficiency on the ELA state standardized assessment by 8.7% and Math state standardized assessment by 9.4% each year through the 2021-2022 SY.

**Free & Reduced Lunch Subgroup SMART Goal:** Students in the free and reduced lunch subgroup at Oakland City Elementary will demonstrate an increase in the percentage of students earning proficiency on the ELA state standardized assessment by 7.3% and the Math state standardized assessment by 8.7% each year through the 2021-2022 SY.

### Aligned Focus Area:

Focus Area 1: Oakland City Elementary will make focused efforts beginning in the 2019-2020 school year to improve student proficiency in both ELA and Math.

Focus Area 4: Oakland City Elementary will take measures to increase growth and proficiency for the subgroups of special education and free and reduced lunch students for the 2019-2020 school year and beyond.

**Timeline:** Teaching staff will continue the process of developing curriculum maps for the purpose of ensuring a guaranteed and viable curriculum beginning in November of 2019. The units of study contained in the maps will continue to be developed throughout the 2019-2020 school year. Full implementation of the maps will not occur until the 2020-2021 school year; however, staff training intended to elevate teachers' capacity to incorporate the maps will begin the second semester of the 2019-2020 school year.

Improvement Strategy or Intervention	PD to be provided for strategy	Opportunities for district to provide support
<ul style="list-style-type: none"> <li>▪ Curriculum Map Development</li> <li>▪ Interdisciplinary Units of Study</li> <li>▪ Balanced and Comprehensive System of Assessment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Core Curricular Elements</li> <li>▪ Curriculum Map Development</li> <li>▪ Literacy and Math Framework</li> <li>▪ Interdisciplinary Unit Development</li> <li>▪ Rigorous assessment in alignment with IAS</li> <li>▪ A Balanced and Comprehensive Assessment System</li> </ul>	<ul style="list-style-type: none"> <li>▪ Time and stipends for collaboration and professional development</li> </ul>

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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<b>Key Action Steps</b> <i>What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</i>	<b>Person(s) Responsible</b> <i>Who will ensure that the activity is implemented?</i>	<b>Timeline for Activity</b> <i>When exactly will this activity take place?</i>	<b>Resources</b> <i>What resources (time, money, people and materials) do you need to invest?</i>	<b>Benchmark(s) of Success</b> <i>How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?</i>
Evidence Based Intervention: Marzano, R. (2003). <i>What Works in Schools</i> . Distributed by ERIC Clearinghouse.				
Provide staff with professional learning to familiarize them with the core curricular elements and their relevance to the curriculum mapping process.	Equitable Education Solutions (EES), Oakland City Elementary Leadership Team	November 2019	PD hours, devices, chart paper, markers, handouts, EES	By December of 2019, all staff members at Oakland City Elementary will understand the core curricular elements of a comprehensive curriculum map.
Evidence Based Intervention: Marzano, R. (2003). <i>What Works in Schools</i> . Distributed by ERIC Clearinghouse.				
Engage staff in comprehensive professional learning on enduring understandings, essential questions, social-emotional learning indicators, and employability standards.	EES, Oakland City Elementary Leadership Team	November 2019	PD hours, devices, chart paper, markers, handouts, EES	By November of 2019, educators will understand the meaning and function of enduring understanding and essential questions and will be able to effectively incorporate both into curriculum maps.  By November of 2019, educators will have developed a crosswalk of social emotional learning indicators and employability standards in order to identify their function and relevance in curriculum map development.
Evidence Based Intervention: Marzano, R. (2003). <i>What Works in Schools</i> . Distributed by ERIC Clearinghouse.				
Engage instructional staff in a process of identifying priority standards utilizing the resources provided through the IDOE such as the ILEARN resources, Math Framework, and ELA Framework.	EES, Oakland City Elementary Leadership Team	November 2019	PD hours, devices, handouts, EES	By December of 2019, instructional staff will have aligned priority standards that reflect vertical articulation as identified in IDOE resources.
Evidence Based Intervention: Harmon, J. and Wood, K. (2018). The Vocabulary-Comprehension Relationship across the Disciplines: Implications for Instruction. <i>Education Sciences</i> , 8(3), p. 101.				

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
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Engage staff in professional learning over literacy across the curriculum and interdisciplinary unit development.	EES, Oakland City Elementary Leadership Team	December 2019	PD hours, devices, chart paper, markers, handouts, EES	By January of 2020, all staff will understand the ideology behind interdisciplinary units of study and gain practical strategies for the implementation of literacy across the curriculum initiatives.
Evidence Based Intervention: Crawford Burns, R. (2001). <i>Curriculum Mapping</i> . [online] Ascd.org. Available at: <a href="http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx">http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx</a> .				
Collaboratively build units of study that create a comprehensive curriculum map for all grade levels through a process of on-site and virtual coaching sessions.	EES, Oakland City Elementary Leadership Team	January 2020-June 2020	PD hours, stipends, devices, EES	By June of 2020, all grade levels will have a complete, comprehensive, guaranteed, and viable curriculum for all students.
Evidence Based Intervention: 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. <i>Educational Evaluation and Policy Analysis</i> , 33(3), pp.378-398.				
Collaboratively construct tiered assessments for each priority standard in order to support a balanced and comprehensive system of assessment.	EES, Oakland City Elementary Leadership Team	January 2019-June 2020	PD hours, stipends, devices, EES	By June of 2020, all grade levels will have a comprehensive and balanced assessment system.
<p><b>Long-Term Vision of Success</b></p> <p><i>Imagine that your school meets this annual SMART goal. Building on this progress, what would you aspire to see your school accomplish over the next two years in areas related to this goal?</i></p>	<p><b>Year 2 Goal</b></p> <p>Students at Oakland City Elementary will demonstrate an increase in proficiency in both Math and English/Language Arts according to ILEARN data for the school year 2020-2021 according to the following increments:</p> <ul style="list-style-type: none"> <li>• 7.1% increase in Math proficiency</li> <li>• 6.2% increase in English/Language Arts proficiency.</li> </ul>		<p><b>Year 3 Goal</b></p> <p>Students at Oakland City Elementary School will demonstrate an increase in proficiency in both Math and English/Language Arts according to ILEARN data for the school year 2021-2022 according to the following increments:</p> <ul style="list-style-type: none"> <li>• 11.6% increase in Math proficiency</li> <li>• 9.3% increase in English/Language Arts proficiency.</li> </ul>	



	<b>Resources Needed</b> <ul style="list-style-type: none"><li>• Completed curriculum maps</li><li>• Process for refining the curriculum maps</li><li>• PD and coaching for implementation of the maps</li></ul>	<b>Resources Needed</b> <ul style="list-style-type: none"><li>• Completed curriculum maps</li><li>• Process for refining the curriculum maps</li><li>• PD and coaching for implementation of the maps</li><li>• Training for new teachers</li></ul>
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## EES Professional Development & Implementation Roadmap

**Annual SMART GOAL 2: Whole School SMART Goal:** Oakland City Elementary, beginning the 2019-2020 school year, will implement a system for conducting nonevaluative formative walkthroughs that result in teachers being giving meaningful feedback on the elements of the instructional framework in order to improve classroom instruction as indicated by an increase in academic growth to proficiency in both ELA and Math as measured by performance on the ILEARN assessment in the following increments:

- A 12.1% decrease in the number of students receiving low growth in ELA
- A 15.4% increase in the number of students demonstrating high growth in ELA
- A 7.8% decrease in the number of students receiving low growth in Math
- A 10.5% increase in the number of students demonstrating high growth in Math

**Special Education Subgroup SMART Goal:** Students in the special education subgroup at Oakland City Elementary will demonstrate a decrease in the percentage of students demonstrating low growth on the ELA state standardized assessment by 9.5% and Math state standardized assessment by 9.4% and an increase in the percentage of students demonstrating high growth on the ELA state standardized assessment by 17% and Math state standardized assessment by 11.4% each year through the 2021-2022 SY.

**Free & Reduced Lunch Subgroup SMART Goal:** Students in the free and reduced lunch subgroup at Oakland City Elementary will demonstrate a decrease in the percentage of students demonstrating low growth on the ELA state standardized assessment by 10.5% and Math state standardized assessment by 15.3% and an increase in the percentage of students demonstrating high growth on the ELA state standardized assessment by 8.5% and Math state standardized assessment by 13.8% each year through the 2021-2022 SY.

### **Aligned Focus Area:**

Focus Area 2: Oakland City Elementary will take action to increase the number of students receiving standard and high growth in both ELA and Math by developing an instructional framework starting the 2019-2020 SY.

Focus Area 4: Oakland City Elementary will take action to increase growth and proficiency for the subgroups of special education and free and reduced lunch students by increasing social-emotional supports and cultural competency for the 2019-2020 school year and beyond.

**Timeline:** Staff will develop an instructional priorities framework and initiate the professional learning process to gain understanding of and build competency in the application of the identified instructional priorities in January 2020 with continued skill development and coaching through August of 2020. By the end of the 2019-2020 SY, staff will incorporate the instructional priorities framework in the development of instruction. Throughout the second semester of the 2019-2020 SY, an initial system for conducting nonevaluative formative walkthroughs to provide teachers with meaningful feedback on the application of instructional priorities will be implemented. Continual refinement of the walkthrough system and data obtained will be conducted through first semester of the 2021-2021 school year.

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

Improvement Strategy or Intervention		PD to be provided for strategy		Opportunities for district to provide support
<ul style="list-style-type: none"> <li>Instructional Priorities Framework</li> <li>Coaching Cycle</li> </ul>		<ul style="list-style-type: none"> <li>Engagement Strategies</li> <li>Differentiation and High Expectations</li> <li>Grading Practices that Promote Self-Efficacy</li> <li>Blended Learning</li> </ul>		<ul style="list-style-type: none"> <li>Instructional Priorities Framework</li> <li>Coaching Cycle</li> <li>Time and stipends for collaboration and professional development</li> </ul>
Key Action Steps	Person(s) Responsible	Timeline for Activity	Resources	Benchmark(s) of Success
<i>What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</i>	<i>Who will ensure that the activity is implemented?</i>	<i>When exactly will this activity take place?</i>	<i>What resources (time, money, people and materials) do you need to invest?</i>	<i>How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?</i>
Evidence Based Intervention: Crawford Burns, R. (2001) <i>Curriculum Mapping</i> . [online] Ascd.org. Available at: <a href="http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx">http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx</a> .				
Collaboratively construct an instructional priorities framework focused on evidence-based practice and common expectations.	EES, Oakland City Leadership Team	January 2020	Scheduled time, devices, Instructional Priorities Model document, chart paper, markers, EES	By January 2020, Oakland City Elementary will have collaboratively established common language and expectations for high quality instruction to guide ongoing professional learning.
Evidence Based Intervention: Crawford Burns, R. (2001) <i>Curriculum Mapping</i> . [online] Ascd.org. Available at: <a href="http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx">http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx</a> .				
Staff will participate in a book study of the book <i>Teach Like a Champion</i> in order to gain engagement strategies for instruction.	Oakland City Leadership Team	January 2020-August 2020	<i>Teach Like a Champion</i> books, scheduled time, guiding questions for chapter discussions	By August 2020, all staff at Oakland City Elementary will utilize engagement strategies identified during the book study as evidenced through classroom observations.
Evidence Based Intervention: Tomlinson, C. <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> (2 <sup>nd</sup> ed.) Association for Supervision and Curriculum Development. Rubie-Davis, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015) A teacher expectation intervention: Modeling practices of high expectation teachers. <i>Contemporary Educational Psychology</i> , 40, 72-85. Doi: 10.1016/j.cedpsych. 2014.03.003.				



# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

Engage staff in a cycle of professional learning regarding evidence-based differentiation strategies that foster high academic expectations in the classroom for all students.	EES, Oakland City Leadership Team	March 2020	Scheduled time, devices, chart paper, markers, EES, handouts	By August 2020, all staff at Oakland City Elementary will effectively implement differentiation strategies that maintain high levels of academic rigor as evidenced through classroom observations.
Evidence Based Intervention: Tomlinson, C. <i>How to Differentiate Instruction in Academically Diverse Classrooms</i> (2 <sup>nd</sup> ed.) Association for Supervision and Curriculum Development. Multon, K., Brown, S., Lent, R. Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. <i>Journal of Counseling Psychology</i> , 38(1), Jan 1991, 30-38.				
Engage staff in a cycle professional learning pertaining to effective grading practices that promote self-efficacy.	EES, Oakland City Leadership Team	April 2020	Scheduled time, devices, chart paper, markers, EES, handouts	By August 2020, all staff at Oakland City Elementary will effectively incorporate grading and feedback strategies that promote self-efficacy as evidenced through classroom observations.
Evidence Based Intervention: Saritepeci, M. & Cakir, H. (2015). The Effect of Blended Learning Environments on Student's Academic Achievement and Student Engagement: A Study on Social Studies Course. <i>Education and Science</i> , 40(177), pp. 203-216.				
Engage staff in a cycle of professional learning on the effective incorporation of technology to support blended learning.	EES, Oakland City Leadership Team	May 2020	Scheduled time, devices, chart paper, markers, EES, handouts	By August 2020, all staff at Oakland City Elementary will elevate their blended learning practice by increasing understanding of effective incorporation of technology to support individualized learning.
Evidence Based Intervention: Buttram, J. L. and Farley-Ripple, E. N. (2016). The Role of Principals in Professional Learning Communities. <i>Leadership &amp; Policy in Schools</i> , 15(2), pp. 192-220.				
Establish a system for conducting nonevaluative formative walkthroughs that results in teachers being provided meaningful feedback on the school's instructional priorities.	EES, Oakland City Leadership Team	January 2020-February 2020	Instructional priorities document, current walkthrough form and data, walkthrough form exemplars	As part of the system for conducting nonevaluative walkthroughs, the Oakland City leadership team will create a walkthrough form and establish effective feedback strategies that reflect the school's instructional priorities.



<p><b>Long-Term Vision of Success</b></p> <p><i>Imagine that your school meets this annual SMART goal. Building on this progress, what would you aspire to see your school accomplish over the next two years in areas related to this goal?</i></p>	<p><b>Year 2 Goal</b></p> <p>Students at Oakland City Elementary will demonstrate an increase in growth to proficiency in both ELA and Math according to ILEARN data for the 2020-2021 school year according to the following increments:</p> <ul style="list-style-type: none"> <li>• A 12.1% decrease in low growth in English/Language Arts</li> <li>• A 15.4% increase in high growth in English/Language Arts</li> <li>• A 7.8% decrease in low growth in Math</li> <li>• A 10.5% increase in high growth in Math</li> <li>• Positive walkthrough data (increments TBD)</li> </ul>	<p><b>Year 3 Goal</b></p> <p>Students at Oakland City Elementary will demonstrate an increase in growth to proficiency in both ELA and Math according to ILEARN data for the 2021-2022 school year according to the following increments:</p> <ul style="list-style-type: none"> <li>• A 12.1% decrease in low growth in English/Language Arts</li> <li>• A 15.4% increase in high growth in English/Language Arts</li> <li>• A 7.8% decrease in low growth in Math</li> <li>• A 10.5% increase in high growth in Math</li> <li>• Positive walkthrough data (increments TBD)</li> </ul>
	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Instructional framework</li> <li>• Cycle of refinement</li> <li>• Walkthrough data</li> <li>• Collaboration concerning specific topics for instructional learning cycles</li> </ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>• Instructional framework</li> <li>• Cycle of refinement</li> <li>• Walkthrough data</li> <li>• Collaboration concerning specific topics for instructional learning cycles</li> </ul>



## EES Professional Development & Implementation Roadmap

**Annual SMART GOAL 3:** By the end of the 2019-2020 school year, Oakland City Elementary will create a social-emotional framework to support students' and staff's social, emotional, and academic outcomes for the student subgroups of special education (SPED) and free and reduced lunch (FRL), as evidenced by the following indicators:

Whole School SMART Goal:

Attendance: An increase of 24 students identified as model attendees; maintain 96% attendance rate

Special Education Subgroup SMART Goal:

- ELA: 8.7% increase in students achieving proficiency; 9.5% decrease in students receiving low growth; 9.4% increase in students receiving high growth
- Math: 9.4% increase in students achieving proficiency; 17% decrease in students receiving low growth; 11.8% increase in students receiving high growth

Free & Reduced Lunch Subgroup SMART Goal:

- ELA: 7.3% increase in students achieving proficiency; 10.5% decrease in students receiving low growth; 8.5% increase in students receiving high growth
- Math: 8.7% increase in students achieving proficiency; 15.3% decrease in students receiving low growth; 13.8% increase in students receiving high growth

**Aligned Focus Area:**

Focus Area 3: Oakland City Elementary will collaboratively construct a developmentally appropriate social-emotional framework targeting the growth of students' social-emotional capacities in order to increase attendance rates.

Focus Area 4: Oakland City Elementary will take action to increase growth and proficiency for the subgroups of special education and free and reduced lunch by increasing social-emotional supports and cultural competency for the 2019-2020 school year and beyond.

**Timeline:** Staff will collaboratively construct a social-emotional framework and engage in professional learning over cultural competency with an emphasis on understating generational poverty during the 2019-2020 school year. Oakland City Elementary will have a building wide and aligned social-emotional framework to be fully implemented for the 2020-2021 school year.

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

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

Evidence Based Intervention: Cherkowski, S. and Schnellert, L. (2017). Exploring Teacher Leadership in a Rural, Secondary School: Reciprocal Learning Teams as a Catalyst for Emergent Leadership. <i>International Journal of Teacher Leadership</i> , 8(1), pp. 6-25.				
Oliver, Brandie. (2019). Social, Emotional, and Behavioral Wellness Toolkit. Retrieved from <a href="https://www.doe.in.gov/sebw">https://www.doe.in.gov/sebw</a> .				
Identify a core leadership team that will organize and lead efforts toward the collection of data and creation of social-emotional framework.	Oakland City Elementary Leadership Team	March 2020-May 2020	Student handbook, behavior plan, student social-emotional support survey, implicit bias survey, scheduled time, devices, EES	By May 2020, the social-emotional leadership team will create a list of current social-emotional supports. By May 2020, survey data will be available to determine areas of most significant need in the development of the social-emotional framework.
Evidence Based Intervention: Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i> , 82(1), pp. 405-432.				
Present survey data pertaining to social-emotional competency and implicit bias to facilitate development of social-emotional framework.	Oakland City Leadership Team, EES	May 2020	Survey data, SEL framework guide, scheduled time, devices, chart paper, markers, EES	By May 2020, data from surveys will be presented to all staff to establish baseline for social-emotional framework.
Evidence Based Intervention: Rimm-Kaufman, S., Fan, X., Yu-Jen, C., You, W. (2007). The contribution of the Responsive Classroom Approach on children's academic achievement: Results from a three year longitudinal study. <i>Journal of School Psychology</i> , 45(4), pp. 401-421.				
Engage staff in professional learning pertaining to cultural competencies, specifically generational poverty, and how it correlates with student performance.	Oakland City Leadership Team, EES	September 2020	Cultural competency resources, implicit bias survey data, scheduled time, devices, chart paper, markers, EES	By October 2020, staff at Oakland City Elementary will incorporate culturally competent approaches in their instructional practice.
Evidence Based Intervention: Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R. and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. <i>Child Development</i> , 82(1), pp.405-432.				
Ng, B. (2018). The Neuroscience of Growth Mindset and Intrinsic Motivation. <i>Brain Sciences</i> , 8(20). doi: 10.3390/brainsci8020020.				
Staff will participate in a book study of <i>How the Brain Learns</i> regarding the neuroscience behind learning in order to support building a social-emotional framework.	Oakland City Leadership Team, EES	October 2020	<i>How the Brain Learns</i> books, scheduled time, devices, chart paper, markers, EES	By November 2020, staff at Oakland City Elementary will utilize the neuroscience of learning in order to facilitate the construction of the social emotional framework rooted in evidence-based practice.
Evidence Based Intervention: School-Wide Positive Behavioral Interventions and Supports Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. (2012). <i>Pediatrics</i> , 130(5). doi:10.1542/peds.2012-0243d.				

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

<p>Collaboratively reconstruct a school-wide system for PBIS (positive behavioral interventions and supports) aligned with social-emotional framework.</p>	<p>Oakland City Leadership Team, PBIS Team, Social-Emotional Leadership Team</p>	<p>November 2020-December 2020</p>	<p>Current PBIS information, SEL Framework, scheduled time, devices, EES</p>	<p>By January 2021, staff at Oakland City Elementary will have a redefined school-wide system for PBIS in alignment with the social-emotional framework.</p>
<p><b>Long-Term Vision of Success</b> <i>Imagine that your school meets this annual SMART goal. Building on this progress, what would you aspire to see your school accomplish over the next two years in areas related to this goal?</i></p>		<p><b>Year 2 Goal</b> Students at Oakland City Elementary will demonstrate improved academic outcomes for students in the SPED and FRL subgroups and an increase in attendance data in the following increments: SPED Subgroup:</p> <ul style="list-style-type: none"> <li>• 8.7% increase in students passing ELA</li> <li>• 9.5% decrease in low growth in ELA</li> <li>• 9.4% increase in high growth in ELA</li> <li>• 9.4% increase in students passing Math</li> <li>• 17% decrease low growth in Math</li> <li>• 11.8% increase high growth in Math</li> </ul> <p>FRL Subgroup:</p> <ul style="list-style-type: none"> <li>• 7.3% increase in students passing ELA</li> <li>• 10.5% decrease low growth in ELA</li> <li>• 8.5% increase high growth in ELA</li> <li>• 8.7% increase in students passing Math</li> <li>• 15.3% decrease in low growth in Math</li> <li>• 13.8% increase in high growth in Math</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• An increase of 24 students identified as model attendees</li> <li>• Maintain 96% attendance rate</li> </ul>	<p><b>Year 3 Goal</b> Students at Oakland City Elementary will demonstrate improved academic outcomes for students in the SPED and FRL subgroups and an increase in attendance data in the following increments: SPED Subgroup:</p> <ul style="list-style-type: none"> <li>• 8.7% increase in students passing ELA</li> <li>• 9.5% decrease in low growth in ELA</li> <li>• 9.4% increase in high growth in ELA</li> <li>• 9.4% increase in students passing Math</li> <li>• 17% decrease low growth in Math</li> <li>• 11.8% increase high growth in Math</li> </ul> <p>FRL Subgroup:</p> <ul style="list-style-type: none"> <li>• 7.3% increase in students passing ELA</li> <li>• 10.5% decrease low growth in ELA</li> <li>• 8.5% increase high growth in ELA</li> <li>• 8.7% increase in students passing Math</li> <li>• 15.3% decrease in low growth in Math</li> <li>• 13.8% increase in high growth in Math</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• An increase of 24 students identified as model attendees</li> <li>• Maintain 96% attendance rate</li> </ul>	

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"><li>▪ SEL Framework Guide for Teachers</li><li>▪ SEL leadership team meeting calendar</li><li>▪ Staff training schedule</li><li>▪ Implementation action plan</li><li>▪ System of Social Emotional Data Collection and Analysis</li><li>▪ PBIS and SEL resources</li><li>▪ System of Attendance Data Collection and Analysis</li></ul>	<p><b>Resources Needed</b></p> <ul style="list-style-type: none"><li>▪ SEL Framework Guide for Teachers</li><li>▪ SEL leadership team meeting calendar</li><li>▪ Staff training schedule</li><li>▪ Implementation action plan</li><li>▪ System of Social Emotional Data Collection and Analysis</li><li>▪ PBIS and SEL resources</li><li>▪ System of Attendance Data Collection and Analysis</li></ul>
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# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

<b>ANNUAL SMART GOAL 1</b>	
<b>Checkpoint 1</b>	
<b>Timeline</b>	
<b>PLAN</b>	
Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	
<b>STUDY</b>	
Data-Supported Lessons Learned	
<b>ACT</b>	
Revisions to Make to Improvement Strategies	
<b>Checkpoint 2</b>	
<b>Timeline</b>	
<b>PLAN</b>	
Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	
<b>Checkpoint 3</b>	
<b>Timeline</b>	
PLAN	
Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	
STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	



# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

## ANNUAL SMART GOAL 2

**Checkpoint 1**

**Timeline**

### PLAN

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

### STUDY

Data-Supported Lessons Learned	
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### ACT

Revisions to Make to Improvement Strategies	
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**Checkpoint 2**

**Timeline**

### PLAN

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

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	
<b>Checkpoint 3</b>	
<b>Timeline</b>	
PLAN	
Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	
STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	

# EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

## ANNUAL SMART GOAL 3

**Checkpoint 1**

**Timeline**

### PLAN

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

### STUDY

Data-Supported Lessons Learned	
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### ACT

Revisions to Make to Improvement Strategies	
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**Checkpoint 2**

**Timeline**

### PLAN

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

# EES Professional Development & Implementation Roadmap



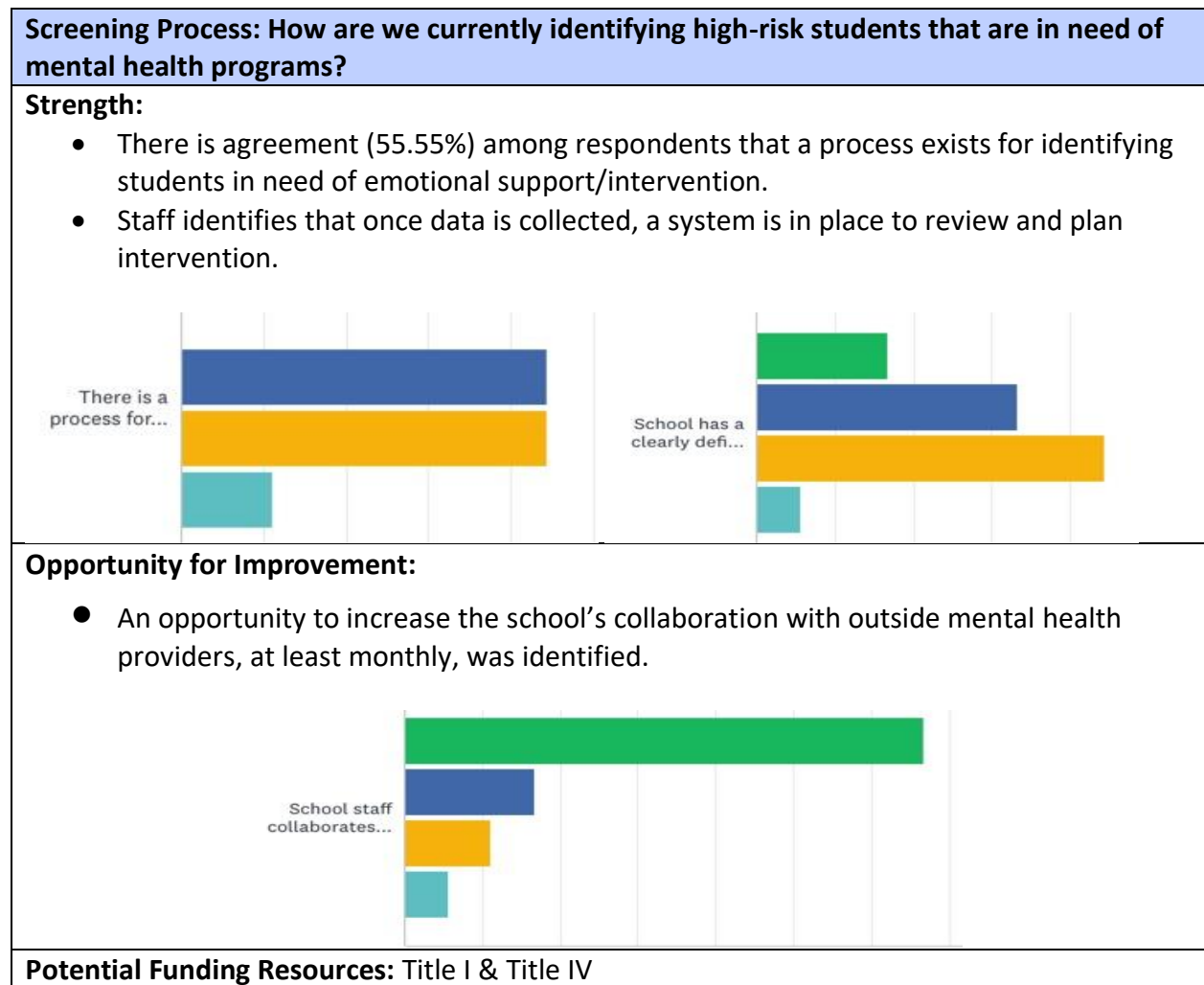
EQUITABLE EDUCATION SOLUTIONS  
PROMOTING LEARNING FOR ALL STUDENTS

STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	
<b>Checkpoint 3</b>	
<b>Timeline</b>	
PLAN	
Benchmark of Success	
Staff Responsible for Progress Monitoring	
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STUDY	
Data-Supported Lessons Learned	
ACT	
Revisions to Make to Improvement Strategies	

## Appendix H: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

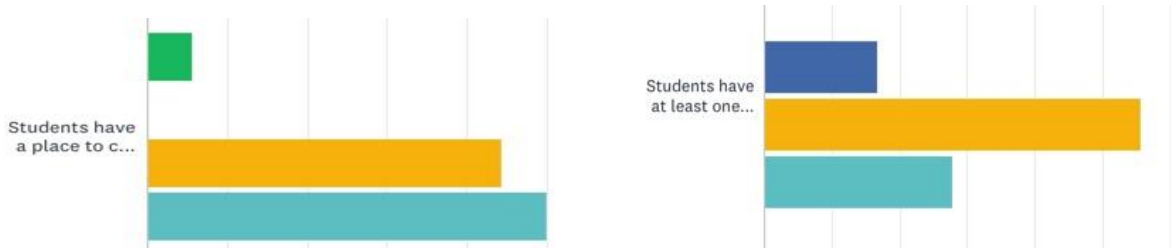
A four-point Likert scale was given to all staff at Oakland City Elementary School with 18 staff members participating. The survey consisted of five areas including questions about the schools screening process, instructional support and mentoring, SEL classroom environment, SEL school wide policies and procedures, engaging families and community, and SEL professional development opportunities.



**Instructional Support and Mentoring: What instructional support and mentoring do we have in place that helps us meet the needs of our high-risk students through mental health programs?**

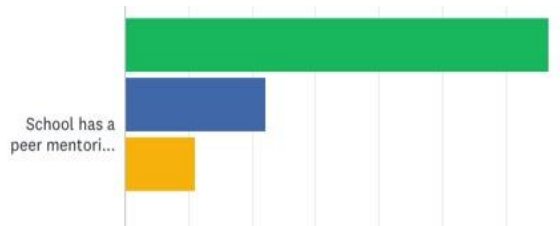
**Strength:**

- Respondents indicate a strong level of agreement (94.4%) that students have a safe place to calm down when regulating their emotions.
- Considerable agreement (83.34%) identifying students have at least one adult in the building with whom they have a strong relationship was present.



**Opportunity for Improvement:**

- 66.7% of respondents identified the opportunity for the school to develop a peer mentoring program.



**Potential Funding Resources: Title I & Title IV**

**SEL Classroom Environment: How are our classroom environments helping us meet the needs of our high-risk students through mental health programs?**

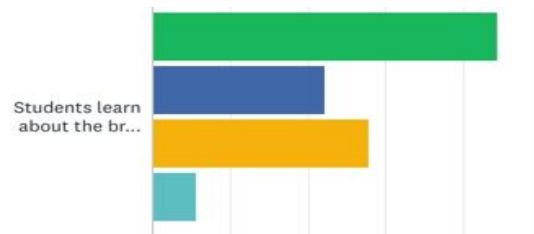
**Strength:**

- A considerable number of respondents (61.11%) identified teachers hold morning meetings and restorative circles with students.
- Several teachers (55.55%) endorse that teachers model emotional regulation strategies in the classroom.



**Opportunity for Improvement:**

- Staff elevated the opportunity for greater learning regarding the brain and how the brain controls their learning and emotions.



**Potential Funding Resources: Title I & Title IV**

**SEL School Wide Policies and Procedures: What are our school wide policies and procedures we have in place that helps us meet the needs of our high-risk students through mental health programs?**

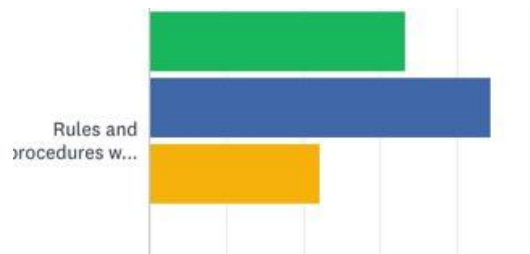
**Strength:**

- A majority of respondents (77.78%) identified school rules and procedures are clearly posted in classrooms and hallways.
- Several respondents (72.23%) reported the school acknowledges and rewards positive behavior.



**Opportunity for Improvement:**

- The opportunity for greater student involvement in the development of rules and procedures was identified.



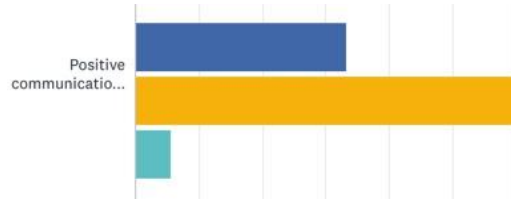
**Potential Funding Resources: Title I & Title IV**



**Engaging Families and the Community: How are we currently engaging families and the community in order to meet the needs of our high-risk students through mental health programs?**

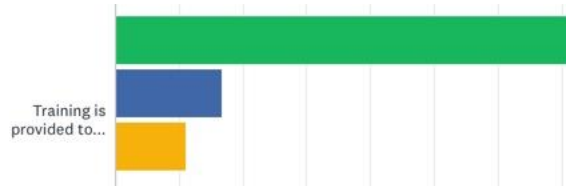
**Strength:**

- 66.67% of staff indicated positive communication with parents occurs frequently.



**Opportunity for Improvement:**

- An opportunity to provide parents with greater support in the understanding and development of their child's social-emotional learning was reported.



**Potential Funding Resources: Title I & Title IV**

**SEL Professional Development Opportunities: What professional development are we providing to our staff around SEL?**

**Strength:**

- 77.78% of staff indicate they have received training pertaining to social-emotional learning.
- 77.78% of staff report they have received training regarding trauma-informed care.



**Opportunity for Improvement:**

- 61.11% of staff identified the opportunity for greater training and coaching to support school-wide behavioral management.



**Potential Funding Resources: Title I & Title IV**

**Additional Targeted Support and Improvement (ATSI) – Any school with one or more subgroups with an overall accountability score at or below the lowest performing 5% of the Title I school threshold used to identify schools for Comprehensive and Support and Improvement.**

1. Convene a planning team for each identified ATSI subgroup and analyze ATSI assessment data

2. Create a SMART goal specific to improving academic outcomes for each identified ATSI subgroup

3. Identify how students in each ATSI identified subgroup will realize increased academic proficiency and growth



**Low Performing Subgroup of Special Education**

Academic Subgroup Committee								
Name	Team Member Role	Stakeholder Representation						
Matt Malin	Lead	Administration						
Layne Chapman	Member	Teacher						
Teresa Barton	Member	Teacher						
Focus Area Description	<p>Oakland City’s federal accountability grade for the subgroup of special education students was an F (45.5). This is below the threshold used to identify ATSI schools as well as below the school’s comparison group population. The subgroup’s proficiency rates were 25.5% in ELA and 19.6% in Math. It is noted, participation in both content areas was 100%.</p> <p>The subgroup received 63.2 total growth points in ELA and 61.8 total growth points in Math. In ELA, 21.7% of the subgroup received high growth, 34.8% received standard growth, and 43.5% received low growth. In Math, 14.6% of the subgroups received high growth, 19.5% received standard growth, and 65.9% received low growth.</p>							
<p><u>Subgroup Specific SMART Goal</u>- Students within the subgroup of special education students will demonstrate an 8.7% increase in proficiency in ELA and a 9.4% increase in proficiency in Math according to the ILEARN academic data each of the next three school years.</p>								
<p>The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H:</p>								
<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> PD Goal 1</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Road Map 1</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> PD Goal 2</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Road Map 2</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> PD Goal 3</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Road Map 3</td> </tr> </table>			<input checked="" type="checkbox"/> PD Goal 1	<input checked="" type="checkbox"/> Road Map 1	<input checked="" type="checkbox"/> PD Goal 2	<input checked="" type="checkbox"/> Road Map 2	<input checked="" type="checkbox"/> PD Goal 3	<input checked="" type="checkbox"/> Road Map 3
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<input checked="" type="checkbox"/> PD Goal 3	<input checked="" type="checkbox"/> Road Map 3							

**Low Performing Subgroup of Free and Reduced Lunch Students**

Academic Subgroup Committee								
Name	Team Member Role	Stakeholder Representation						
Matt Malin	Lead	Administration						
Andrea Brown	Member	Teacher						
Lauren Schmidt	Member	Teacher						
Focus Area Description	<p>Oakland City’s federal accountability grade for the subgroup of free and reduced lunch was an F (51.0). This is below the threshold used to identify ATSI schools as well as below the school’s comparison group population. The subgroup’s proficiency rates were 37.4% in ELA and 25.3% in Math. It is noted, participation in both content areas was 100%.</p> <p>The subgroup received 73.4 total growth points in ELA and 60.5total growth points in Math. In ELA, 24.4% of the subgroup received high growth, 29.3% received standard growth, and 46.3% received low growth. In Math, 8.7% of the subgroup received high growth, 30.4% received standard growth, and 60.9% received low growth.</p>							
<p><u>Subgroup Specific SMART Goal</u>- Students within the subgroup of free and reduced lunch students will demonstrate an increase in proficiency for ELA and Math according to data from ILEARN in the following increments:</p> <ul style="list-style-type: none"> <li>• A 7.3% increase in students earning proficiency in ELA each of the next 3 years</li> <li>• An 8.7% increase in students earning proficiency in Math each of the next 3 years</li> </ul>								
<p>The performance of this low performing subgroup will be addressed within the following parts of the School Improvement Plan detailed within Appendix H:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input checked="" type="checkbox"/> PD Goal 1</td> <td style="width: 50%; border: none;"><input checked="" type="checkbox"/> Road Map 1</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> PD Goal 2</td> <td style="border: none;"><input checked="" type="checkbox"/> Road Map 2</td> </tr> <tr> <td style="border: none;"><input checked="" type="checkbox"/> PD Goal 3</td> <td style="border: none;"><input checked="" type="checkbox"/> Road Map 3</td> </tr> </table>			<input checked="" type="checkbox"/> PD Goal 1	<input checked="" type="checkbox"/> Road Map 1	<input checked="" type="checkbox"/> PD Goal 2	<input checked="" type="checkbox"/> Road Map 2	<input checked="" type="checkbox"/> PD Goal 3	<input checked="" type="checkbox"/> Road Map 3
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<input checked="" type="checkbox"/> PD Goal 3	<input checked="" type="checkbox"/> Road Map 3							