Baseline Academy
Comprehensive Needs Assessment & Plan Overview
2018-2019

Focus Area 1: Leadership

Baseline Academy practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for the various building level teams to meet regularly to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure.

For our leadership practices to evolve and deepen, we will utilize the Shared Leadership Assessment Tool: http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf to assess the current status of key elements of a shared decision-making system. As an instructional leadership team, we have identified areas that need improvement. Each area is aligned to appropriate indicators of effectiveness. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Possible Indicators might include the following:

- ID08: The Leadership Team serves as a conduit of communication to the faculty and staff

- ID09: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.

- IE01: Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.

- IE06: Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.

- IE09: Principal helps poorly performing teachers to improve.

Professional Development

- Classroom Walk Throughs

Other Support Needed:

Evaluation:

Shared Leadership Assessment Tool
[http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf]

Focus Area 2: Effective Instructional Practice

Baseline Academy will continue to utilize Unit Tests to assess student mastery of standards-based objectives. The unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. The Instructional team will continue to review Unit pre-test and post-test results and individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. Our school calendar and master schedule has allowed for teachers to have extended time for collaborative planning, PLCs, and data reflection with their grade level teams. One of our challenges has been planning for re-teaching goals based upon the post-test result. The School Improvement Leadership Team and Instructional Team will review the instructional unit cycles, data reflections, and PLCs and develop a support system for planning re-teaching goals. In addition, there is a need for more focused instructional planning for specific learning activities aligned to objectives and criteria for mastery. This planning should include targeted learning for individual students based on multiple points of data. We will continue to implement instructional planning time for teachers during common planning time, PLCs, data reflection, and collaborative planning. The instructional facilitators will continue to provide support with standards alignment during planning. The School Improvement Leadership Team has identified indicators in the categories of (a) Engage teachers in aligning instruction with standards and benchmarks and (b) Engage teachers in differentiating and aligning learning activities. We will use a continuous improvement cycle (Plan, Do, Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

IIA01
- Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IIA02
- Units of instruction include standards-based objectives and criteria for mastery. (89)

IIA03
- Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

IIC01
- Units of instruction include specific learning activities aligned to objectives. (96)

Professional Development

- Continued R.I.S.E Training
- District Curriculum and HMH Resources
- Small Group Instruction/Guided Reading
- Continued SIOP training
- Disciplinary Literacy

- CGI

Other Support Needed

- Schedule PLCs on the master schedule
- Collaborative Planning Time
- Ensure teachers have ALL of the resources that support the curriculum
- Changing teacher day to include 2 afternoons a week dedicated to professional learning

Evaluation

- The School Improvement Leadership Team will review achievement data at each meeting.
- Administrator Observations
- Facilitator Observations
- School wide professional growth goals
- The School Improvement Leadership Team will conduct school wide walk throughs based upon school wide professional growth goals. Data will be analyzed and shared with the school for reflection.

SMART GOAL:

•In each classroom, 70% of students will score at least 70% proficient on unit post tests

Focus Area 3: Achievement

Baseline Academy's Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement. Based on our data trends, we will continue to work towards our reading growth goal of 1 ½ years reading level growth. We will utilize monthly running records and STAR data to determine progress towards this goal. Our students' reading level growth is not correlating to growth on the ACT Aspire or MAP. We have created a Literacy Team that consists of our Literacy Facilitator, Language Acquisition Facilitator, 2 Reading Teachers, Library Media Specialist, Academic Interventionist, and Administrators. This team will be working collaboratively to determine both student and teacher needs. This team will be assessing our literacy program, regularly reviewing student data, and providing professional development to support the literacy program (ie: guided reading, assessment, strategies, data, etc).

Students will be supported through Tier I and Tier II instruction. Extra support will be given by the Reading Teachers utilizing the Orton Gillingham strategies that specifically targets phonics. These students will be monitored with data from both the classroom and reading teachers. Students not making progress will be addressed by the School Based Intervention Team.

The Leadership Team will be reviewing the MAP and ACT Summative data during the Leadership Team retreat and set goals for growth and progress. The goals will include both interim and summative growth goals so that progress monitoring can be ongoing in order to address trends in the data.

The School Improvement Leadership Team has identified indicators in the categories of (a) Provide a tiered system of instructional and behavioral supports and interventions benchmarks and (b) Student Focused Learning (Cognitive Competency, Metacognitive Competency, Motivational Competency) We will use a continuous improvement cycle (Plan, Do, Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to Student Achievement. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Possible Indicators might include the following:

CC01   All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.

IIIDO1 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

CC02 All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

Professional Development:

* Specific content support
* Classroom management support
* Focus on the strategies used in your school that have been effective in delivering instruction in the various content areas.

Other Needed Support:

Evaluation:

We will monitor our students' achievement and growth using various assessments. We will monitor our plan for effectiveness in Indistar.

SMART GOALS:

•1.5 years reading level growth as measured by running records, STAR, and fluency assessment by comparing Beginning of the Year and End of the Year reading data.

•Using the cohort model, each class will increase proficiency levels on ACT Aspire summative by 25% in English, Reading, Math, Science, and Writing.

Focus Area 4: Student Discipline/School Culture

Baseline Academy will continue to develop our PBIS system. This system builds capacity for implementing a multi-tiered approach to social, emotional and behavior support. The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. Our work has centered around stakeholder buy-in and fostering a restorative vs punitive mindset. We began with staff input and discussed teacher managed behaviors and office managed behaviors. That led to our behavior matrix that outlines expected student behaviors in all areas of our school. We began explicitly teaching those behaviors and reframing our redirections in a positive manner that also included re-stating the expected behavior. We have seen positive results from this shift in mindset. We added the Kickboard platform as an additional tool to tracking positive and negative behavior. Perhaps the most difficult aspect of our PBIS system has been the development of a consistent tiered support system that establishes decision rules to determine students in need of targeted intervention. As well as, the lack of consistency with social emotional learning. It is happening in some areas of the school, but a unified push in all areas would provide support for our students. The School Improvement Leadership Team has identified indicators in the categories of (a) Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency and (b) Provide a tiered system of instructional and behavioral supports and interventions. We will use the continuous improvement cycle (Plan, Do, Check) to implement those additional practice that are intended to deepen our knowledge and skills as it relates to School Discipline/School Culture. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators that we have identified are the following:

SE01
- The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions. (5542)

SE02
- All teachers teach and reinforce positive social skills, self- respect, relationships, and responsibility for the consequences of decisions and actions. (5543)

SE03
- All teachers establish classroom norms for personal responsibility, cooperation, and concern for others. (5544)

SE04
- All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5545)

SE05
- All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others. (5546)

IIID01
- The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and

establishes decision rules to determine those students in need of targeted intervention. (5193)

Professional Development

- Growth Mindset
- Conscious Discipline
- PBIS Interventions
- Social Emotional Learning Curriculum
- Teacher led professional development based on PBIS strategies

Other Support Needed to Address Challenges

- As new teachers enter the Baseline Academy learning community, it will be essential that they are mentored by a Baseline Academy teacher as well as have the opportunity to observe other teachers modeling PBIS strategies.
- Baseline substitute in service is needed to address our needs. Our students struggle with substitute teachers because the language that they use when redirecting behavior has a tendency to be negative without any consideration of circumstances that they may or may not be aware of.
- Protected time for PBIS committee meetings to analyze data.
- Limit time out of building for PD

Evaluation
- We will create a smart goal centered around social and emotional learning.
- We will evaluate our progress toward this goal by reviewing our behavior data at each School Improvement Leadership Team meeting.
- The PBIS team, as well as the Guidance team will review the data and provide input.
- We will also monitor our progress for the indicators listed above.

SMART GOALS:

- In order to inspire students to make positive choices, the Baseline staff will improve consistency of usage with Kickboard by verbally reinforcing and capturing in at least 200 interactions per week for their class.

- Teachers will maintain a 5:1 positive-to-corrective ratio as evidenced by 80% positivity ratio in Kickboard.

Focus Area 5: Parent, Family, Community Engagement

Baseline Academy views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority.

We have had several successful parent engagement events this year. Our parents enjoy coming to school to engage with the school community. Our goal for this year is to deepen this relationship. We have established trust and created a safe space for our parents. Now is the time to take the next steps to provide learning opportunities for our parents as well as empower them and their ability to play a more active role in their child's education (volunteer, support at home, committees, etc).

We also plan to continue to provide our teachers with professional development that increases their understanding of working effectively with parents/families and students in poverty.

The School Improvement Leadership Team has identified indicators in the categories of (a) Family Engagement – Provide a two-way, school home communication linked to learning and (b) Family Engagement – Educate parents to support their child's learning and teachers to work with parents. We will use a continuous improvement cycle (Plan, Do, Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to Parent, Family, and Community Engagement. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

- FE08 Professional development programs for teachers include assistance in working effectively with families.

- FE05 The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions.

- FE06 The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning.

- FE11 The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

Professional Development:

- Parenting Partners (Cost minimal – supported by Title I District)

- National Network of Partnership Schools ($ 400.00 membership fee)
- Poverty Training led by Home to School Advisors after their Eric Jensen training this summer

Other Needed Support Needed:
- We will host a Parent University next year to address learning opportunities for our parents.

Evaluation:
We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.