

EAGLE ACADEMY (0982)

Please contact your LEA Administrator when your SWIP is complete and ready for review. The SWIP can only be submitted by an LEA Administrator.

Note: All tabs must be activated before they will print

Stake Holders

The Schoolwide Improvement Plan requires the involvement of parents, members of the community, teachers, principals, paraprofessionals, administrators, other school leaders. As applicable, also include: tribes and tribal organizations, specialized instructional support personnel, technical assistance providers, school staff, students (Secondary Schools).

Please list stakeholders who were involved in the comprehensive needs assessment with a description of their position. Include teacher, principals, parents, and other school leaders.

Stakeholder Name	Position	Remove
James Buschine	Principal	<input type="checkbox"/>
Nick Parker	Social Studies Dept Chair	<input type="checkbox"/>
Amber Brown	Instructional Coach	<input type="checkbox"/>
Beth Garrigan	Parent	<input type="checkbox"/>
Austin Brewer	Student	<input type="checkbox"/>
Jill Stewart	Counselor	<input type="checkbox"/>
Fred Devlin	Business Partner/Stakeholder, Rotarian	<input type="checkbox"/>

Plan Components

1. Based on your Needs Assessment, describe and prioritize a few key needs in instruction and the school program. Write a SMART goal for each key need. Each goal must be written using the SMART process: Specific, Measurable, Attainable, Rigorous, and Time bound. Each goal should accelerate student outcomes toward state proficiency levels. Include Evidence Based Interventions for each Prioritized Need.

Prioritized Needs

Need Description:

Our students come to us behind in grade level and skills. Eagle Academies ELA ISAT proficiency rate was 18.5% in the spring of 2018.

SMART Goal:

Increase ELA ISAT proficiency by 10% as measured by the 2019 spring ISAT.

Remove

Evidence-Based Interventions: Discussion Topics

Intervention Strategy

Please include a detailed description of who is going to do what, where, when and people involved.

What evidence level of criteria does this strategy meet?

How the intervention meets the definition of "Evidence Based"

Describe how the intervention will be monitored and evaluated for effectiveness.

Remove

High

Strong Evidence ▼

High Reliability Schools based on R.

District Team,

Reliability Schools		<p>Marzano's research outlines levels of operation that must be established to set leading indicators and monitored with lagging indicators on a continuous basis.</p> <p>www.marzanoresearch.com</p>	<p>Yearly meeting with school team to certify beginning with Level 1- Safe and Collaborative Culture in Spring 2019.</p> <p>The school Leadership Team will meet twice a month to collect ongoing evidence for meeting the indicators.</p>	
Visible Learning	<p>Strong Evidence ▼</p>	<p>Learner dispositions are a central component of John Hattie's work. Professional Development for Title 1 staff will begin in 2018-19.</p> <p>www.visiblelearningplus.com</p>	<p>Learner Disposition defined and implemented school wide. The instructional coach, leadership team, and principal are monitoring and working on professional development.</p>	<p><input type="checkbox"/></p>
ISAT Interventions	<p>Strong Evidence ▼</p>	<p>Interventions are based on the questions from the Idaho ISAT - Interim Blocks.</p>	<p>Students will take the ISAT Block Assessments, twice a year. Teachers will use the data to determine which type of interventions to use and whether the interventions are effective based on student growth, or lack of student growth shown on assessments.</p>	<p><input type="checkbox"/></p>
Mastery Learning	<p>Strong Evidence ▼</p>	<p>Research by Marzano et al. (2017) and Hattie (2018); indicate that "competency-based" models show</p>	<p>Data is regularly collected and shared with the</p>	<p><input type="checkbox"/></p>

	<p>strong promise- especially with at-risk students. Mastery models, where students must “master” knowledge and skills before moving to the next concept shows an effect size of 0.57- which is above the $d=.40$ “desired effect” range. Marzano (2017) has competency/mastery learning at the pinnacle of the High Reliability Schools Framework, indicating it as necessary for development of a truly reliable system.</p> <p>Professional development & planning our path began in 2014. We are currently in year 3 of implementation through the IMEN cohort.</p> <p>http://www.sde.idaho.gov/mastery-ed/</p>	<p>Mastery Learning Leadership Team. This team consists of staff members. Content Specialist are using pre-& post skill assessments using the competency continua.</p>
--	---	--

2. Identify the resources needed to implement the above Intervention Strategies.

Our main resource is our Mastery Learning program and the support we gain from the Idaho Mastery Education Network, IMEN. We belong to this Network and receive funds and professional development opportunities from this resource. We use the funds from IMEN to purchase a learning platform, SLATE, that is supported by an affiliation with Building 21, a non profit Educational Organization out of Philadelphia. The West Ada School District provides the resources for Highly Reliable Schools, Implementing Professional Learning Communities and Visible Learning professional development. Our ISAT interventions are also provided by the district through a Mathspace web based program as well as ELA interventions written by our District Curriculum Coaches.

3. Provide the URL where this plan will be publicly available:

NOTE: A copy of this plan must be made available in hard copy upon request.

<https://www.westada.org/Domain/53>

4. Describe how the Schoolwide Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

A district team as well as the school leadership team will monitor and evaluate the effectiveness of the Schoolwide Improvement Plan each spring and fall until all goals are met.