



Title I Schoolwide Plan Template

Instructions:

- All components of this template must be addressed.
- This example is not all inclusive and is designed to give the LEA a framework to assist in the creation of a SWP that is unique to local needs.
- The state required School Improvement Plan (SIP) alone does not meet this requirement.
- Compliance with schoolwide program requirements:
 - The schoolwide plan is developed in one year unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
 - The completed schoolwide plan is made available to the LEA, parents, and the public.
 - The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
 - Schoolwide programs are comprehensively developed, reviewed and revised with parents annually. The LEA/school must keep evidence of this (meeting agendas, copies of plans and revisions, sign-in sheets of participation).
 - LEA must provide guidance about the evaluation of the schoolwide program. The LEA/school must keep evidence of this (documentation of the guidance and copy of the completed evaluation used to measure effectiveness of the SWP). Refer to the [Title I Program Evaluation toolkit](#).



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Title I Schoolwide Plan Template		
LEA Name: Damar Charter Academy		Superintendent : Dr. Jim Dalton
School Name: Damar Charter Academy		Principal: Aimee Brown
School Mailing Address: 5125 Decatur Blvd, Indianapolis, IN 46241		
School Telephone: 317-455-2400		
LEA Title I Program Administrator: Paul Dennison; Julie Gurule		
LEA Title I Program Administrator Mailing Address: 5125 Decatur Blvd, Indianapolis 47968		
LEA Title I Program Administrator Email Address: pauld@damarcharteracademy.org ; julieg@damarcharteracademy.org		
LEA Title I Program Administrator Telephone: 317-856-5201		
Revision Date: June 2021	Revision Date:	Revision Date:

Title I Schoolwide Plan Planning Committee Members	
Name	Position/Role
Paul Dennison	Title I Program Administrator; School Accountant
Julie Gurule	Title I Program Assistant Administrator; McK-V Liaison; Director of Student Services; School Counselor
Cora Collier	Title I Program Assistant Administrator; Title III Admin; Instruction & Accountability Director; EL TOR
Aimee Brown	Director of School Operations
Jim Dalton	Superintendent
Shay Daily	Core Academic Teacher; Special Education Teacher
Tyler Trueblood	Vocational Teacher
Sarah McDaniel	Essential Skills Teacher; Special Education Teacher
Amanda Hassell	Parent
Andrea Maxson	Parent

Schoolwide Plan Components

1. Provide a [comprehensive needs assessment](#) of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response: Please see the attached CNA for more information.

Damar Charter Academy School Data

Data was analyzed during team meetings and by the school-wide planning team through the Comprehensive Needs Assessment. Data sources used in the CNA include Statewide Assessments (ILEARN and IAM), ELL Assessments (WIDA), Attendance, Common Formative Assessments (NWEA), and Individual Education Plans (IEPs). Because this is an initial School-wide Plan, there were no previous goals to review. Also, due to COVID-19, some data was unavailable.

Based on the review of data and the gap analysis, the following goals were developed:


Goal 1: By Spring 2022, teachers will develop at least 70% of their daily lessons/activities utilizing their class/program curriculum map. By Spring 2022, teachers will develop at least 70% of their daily lessons/activities utilizing their class/program curriculum map.

Goal 2: By Spring 2022, 60% of students will show achievement on 50% or more of their IEP goals.

Goal 3: By Spring 2022, 70% of parents will respond agree or strongly agree to the survey question "DCA provides me with formal opportunities to actively engage in and provide input toward my child's education."




English/Language Arts Proficiency

Grades 3-8  28.8%
| State Average 47.9%

Grade 10  39.4%
| State Average 50.9%

Mathematics Proficiency

Grades 3-8  32.7%
| State Average 47.8%

Grade 10  26.5%
| State Average 25.3%

Science Proficiency

Grades 4 & 6  N* 
| State Average 47.4%

Social Studies Proficiency

Grade 5  N* 
| State Average 46.0%

Reading Proficiency

Grade 3  N* 
| State Average 87.3%

Model Attendees

 63.9%
| State Average 71.5%

Persistent Attendees

 54.4%
| State Average 67.8%

Improved Attendees

 15.6%
| State Average 13.5%

Chronic Absenteeism

 17.5%
| State Average 11.4%



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	BOY	MOY	EOY
1.1 – Proficiency on state tests	Formative proficiency: ILEARN – Math: 38 tested Approaching Proficiency: 7 At Proficiency: 0 Above Proficiency: 1 Reading: 36 tested Approaching Proficiency: 5 At Proficiency: 2 Above Proficiency: 1	Formative proficiency: ILEARN – Math: 29 tested Approaching Proficiency: 3 At Proficiency: 0 Above Proficiency: 1 Reading: 26 tested Approaching Proficiency: 5 At Proficiency: 0 Above Proficiency: 1	ILEARN – Math: 36 tested Approaching Proficiency: 1 At Proficiency: 0 Above Proficiency: 1 Reading: 36 tested Approaching Proficiency: 1 At Proficiency: 1 Above Proficiency: 1 IAM – Math: 17 tested Approaching Proficiency: 5 At Proficiency: 11 Reading: 17 tested Approaching Proficiency: 5 At Proficiency: 9 FINAL RESULTS: Math: 53 tested Approaching Proficiency: 6 At/above Proficiency: 10 Reading: 53 tested Approaching Proficiency: 7 At/above Proficiency: 11
1.2 – Growth	IEP Progress: Q1 – 53.8% Q2 – 54.16%	IEP Progress: Q3 – 61.11%	IEP Progress Q4: 69.56% FINAL: 59.66%
1.3 (HS) – credit attainment	Students on diploma track: Will calculate at the end of semester	Students on diploma track: 6/10= 60%	Students on diploma track: 6/10=60%
1.6 – Att.	95.91%	95.46%	95.07% (not scrubbed for 162-day students)
1.7 (HS) - OCR	Will Calculate at end of year 22/23=95.65%		22/23=95.65%

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All teachers are fully utilizing the chosen curriculum to provide instruction tied to the academic standards.	No	Through observations and data meetings, less than 50% of teachers are fully utilizing the chosen curriculum.	The goal would be for ALL teachers to fully utilize the curriculum.	<input checked="" type="checkbox"/>	1
All teachers will participate in monthly professional development based upon their program area.	No	Teachers currently participate in school-wide, non-specific, annual professional development.	Teachers are not currently receiving frequent and specific professional development as they should.	<input checked="" type="checkbox"/>	2
Parents are actively engaged in their student's education.	No	Currently, parents participate in annual case conference meetings, but rarely are involved otherwise.	DCA aims to increase the involvement of parents by offering more opportunities and resources for parents to engage in their child's education than once per year at a CC meeting.	<input checked="" type="checkbox"/>	3
	Choose			<input type="checkbox"/>	Choose an item.



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GOAL 1	By Spring 2022, teachers will develop at least 70% of their daily lessons/activities utilizing their class/program curriculum map.			
Data Checkpoints (dates)	August 4th	October 8th	December 16th	
Evidence at Checkpoints	Completed curriculum maps	Lesson plans	Lesson plans	
Evidence- Based Strategy 1	Lavy, V. (2010). Do Differences in School's Instruction Time Explain International Achievement Gaps in Maths, Science and Language? Evidence from Developed and Developing Countries. CEE DP 118. Centre for the Economics of Education (NJ1).			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Ongoing PD	5/1/21-5/1/22	Cora Collier	Lesson plans that correlate with the curriculum map/state standards
Action Step 2	Developing curriculum maps	5/1/21-8/4/21	Teachers	Completed curriculum maps
Action Step 3	Developing lesson plans based on curriculum map	8/4/21-5/1/22	Teachers	Completed lesson plans that correlate with the curriculum map/state standards
GOAL 2	By Spring 2022, 60% of students will show achievement on 50% or more of their IEP goals.			
Data Checkpoints (dates)	December 16th	March 18th	May 27th	
Evidence at Checkpoints	Progress on IEP goals	Progress on IEP goals	Progress on IEP goals	
Evidence- Based Strategy 1	Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2001). What makes professional development effective? Results from a national sample of teachers. American Educational Research Journal, 38(4), 915-945.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Create professional development schedule	5/1/21-5/31/21	Cora Collier	Completed PD schedule
Action Step 2	Implement PD schedule	8/4/21-5/27/22	Administration	PD sign-in sheets
GOAL 3	By Spring 2022, 70% of parents will respond agree or strongly agree to the survey question "DCA provides me with formal opportunities to actively engage in and provide input toward my child's education."			
Data Checkpoints (dates)	August 2021	December 2021	May 2022	
Evidence at Checkpoints	Survey	Survey	Survey	
Evidence- Based Strategy 1	Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. The Journal of Experimental Education, 70(1), 27-61.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Develop survey	5/1/21-5/27/22	Administration	Completed survey
Action Step 2	Issue survey	5/1/21-5/27/22	Administration	Survey data
Action Step 3	Family engagement PD for teachers	8/4/21-5/27/22	Administration	PD sign-in sheet
Action Step 4	Hosting family engagement events	8/4/21-5/27/22	Administration and teachers	Survey data



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Professional Development Goal 1	During the 2021-2022 school year, DCA Admin will research the 5 tenants of a Professional Learning Community and develop a plan for implementing one successfully at DCA.	Linked SIP Goals ☒
Possible Funding Source(s)	General funds	
Evidence of Impact	DCA Admin will observe and note via checklist increases in the 5 elements of a PLC (1. reflective dialogue; 2. focus on student learning; 3. interaction amongst teacher colleagues; 4. collaboration; 5. shared values and norms).	
Plan for coaching and support during the learning process: DCA Admin will conduct research on developing a PLC and collaborate to gain teacher buy-in and facilitate implementation.		
How will effectiveness be sustained over time? The scheduling of regular PLC meetings will be prioritized so that teachers have opportunities for ongoing conversations and decision-making related to curriculum, teaching strategies, and learning focused on student outcomes.		
Professional Development Goal 2	During the 2021-2022 school year, DCA Admin will develop a PD plan for all teachers that includes both in-house and external PD opportunities.	Linked SIP Goals ☒
Possible Funding Source(s)	Title II	
Evidence of Impact	Each teacher would select and complete a PD opportunity of his/her choice and share information during his/her PLC time.	
Plan for coaching and support during the learning process: DCA will provide a menu of opportunities, as well as encourage teachers to seek out their own, based on their individual interests and PD needs.		
How will effectiveness be sustained over time? Teachers will be required to complete at least one PD opportunity of their choice each year.		

The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:

2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
- use methods and 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; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

Response: Overall, DCA intends to focus on increasing the quality/frequency of professional development for staff and our family engagement opportunities/practices.

Professional Development

DCA Admin will conduct research on developing a PLC and collaborate to gain teacher buy-in and facilitate implementation. DCA Admin will conduct research on developing a PLC and collaborate to gain teacher buy-in and facilitate implementation. DCA Admin will observe and note via checklist increases in the 5 elements of a PLC (1. reflective dialogue; 2. focus on student learning; 3. interaction amongst teacher colleagues; 4. collaboration; 5. shared values and norms).

The scheduling of regular PLC meetings will be prioritized so that teachers have opportunities for ongoing conversations and decision-making related to curriculum, teaching strategies, and learning focused on student outcomes. In addition, teachers will be required to complete at least one PD opportunity of their choice each year. DCA will provide a menu of opportunities, as well as encourage teachers to seek out their own, based on their individual interests and PD needs. Each teacher will select and complete a PD opportunity of his/her choice and share information during his/her PLC time.

**Family Engagement**

DCA has developed both a district and a school family engagement policy. DCA will use data from the annual evaluation to identify barriers in parent involvement activities, paying particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, and/or are of any racial or ethnic minority background. Findings from the data review will be used to design strategies for more effective parental involvement.

A math and literacy night will be offered annually for parents to learn strategies for working with their child at home to improve academic achievement. Information regarding the use of technology (chromebooks, Ipads, etc.) and various digital resources including educational software, apps, and websites (Google classroom, A-Z Learning, Brain Pop, Prodigy, Edgenuity, etc.) will be shared at the beginning of the year during the Annual Title I meeting and via newsletter so that the parent may actively work with the child outside of the school environment. In addition, parents are now being surveyed using Microsoft Forms in order to easily gather their feedback.

Reports will be shared from ILEARN/IAM, NWEA, Unique Learning Systems (ULS), Life Centered Curriculum (LCE), and/or in-class assessments, as well as quarterly student achievement data based on the Indiana Academic Standards. Parents will be informed on how to interpret the reports and monitor student growth in these areas at the time of distribution. Any parent wishing to discuss the achievement standards and/or the child's progress in more depth will be given the opportunity to do so via an in-person or virtual meeting, phone conference, or email.

DCA will, with the assistance of the Title I, Part A school, ensure Title 1 program information is sent home at the beginning of the school year. The District Parent Involvement Policy, School Parent Involvement Policy, School-Parent Compact, and Title I Complaint Procedure will be available for review on the district/school's website. A meeting will be held onsite and/or virtually at the end of the school year to elicit parent feedback on Title I programming, budgeting, and documents.

3. Provide instruction by effective, properly-licensed teachers.

Staff Name	Assigned Class/Subject	Licensure/Certification
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Laura Berning	Teacher (6th-8th): Core MS	Bachelor's Degree Earned; valid Indiana License
Cora Collier	Curriculum and Accountability Director; EL TOR	Master's Degree Earned; valid Indiana License
Shay Daily	Teacher (7th-8th): Core MS	Bachelor's Degree Earned; valid Indiana License
Luke Koch	Teacher (9th-12th): Life Skills	Bachelor's Degree Earned; valid Indiana License
Betsy Kurtz	Teacher (9th-12th): Math; LA; Core Academic Facilitator	Master's Degree Earned; valid Indiana License
Kaitlin LeBoeuf	Teacher (9th-12th): Vocational	Master's Degree Earned; valid Indiana License
Sarah McDaniel	Teacher (K-12th): Life Skills	Bachelor's Degree Earned; valid Indiana License
Natalie Morehouse	Teacher (9th-12th): Vocational	Bachelor's Degree Earned; valid Indiana License
Joy Patterson	Teacher (5th-6th): Core MS	Bachelor's Degree Earned; valid Indiana License
Ian Slatter	Teacher (9th-12th): Vocational	Master's Degree Earned; valid Indiana License
Rachel Tilly	Teacher (9th-12th): Life Skills	Bachelor's Degree Earned; valid Indiana License
Tyler Trueblood	Teacher (9th-12th): Vocational	Bachelor's Degree Earned; valid Indiana License
Molly Wells	Teacher (K-4th): Core ES	Bachelor's Degree Earned; valid Indiana License



4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Response: DCA's Instruction & Accountability Director will develop a schedule of monthly PD for staff. DCA will also support opportunities for teachers to attend professional development workshops and conferences. Additionally, the administration will continue supporting the collaboration of teachers working together in teams and conducting their own professional development trainings amongst each other.

5. Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Response: Damar Services, Inc's human resource department will assist with any needs related to recruitment of effective staff, including posting job opportunities and coordinating interviews with DCA administration. Once hired, new teachers will be paired with veteran teachers in order to establish a mentor-mentee relationship. Annual evaluations conducted by the school's director will reflect staff's job performance and will be tied to merit-based raises.

6. Describe strategies to increase parental involvement.

Response: DCA will be hosting a Back-to-School Night for all DCA families in conjunction with the Annual Title I Parent Meeting. Math and Literacy family nights are being planned. DCA teachers meet 1:1 with families to develop specific educational goals and discuss the strengths and needs of each student, based on observations and assessment data. In addition, DCA is in the process of developing an advisory council consisting of administration, teachers, parents, and various community stakeholders to collaborate on the development of a school-wide



improvement plan and regular review/revision of parent involvement policies and strategies.

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Response: DCA will work with the local Head Start to develop a systematic procedure for receiving student records (including academic, attendance, and IEP), establish channels of communication between schools to facilitate coordination of programs and services, conduct meetings involving parents and teachers to discuss the individual needs of children, and provide site visits for incoming students. Additionally, all families are invited to attend the annual Back-to-School night to meet their child's teacher and assure the student is familiar with any changes to his/her educational environment.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: Teachers meet regularly with the Instruction and Accountability Director to analyze student assessment data and formulate student improvement plans.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Response: Ninety-seven percent of DCA students have an IEP. Many of them are at risk of falling into the lowest performing student groups with regard to standardized assessments. By design, DCA students are assessed via universal screeners, as well as research and evidence-based assessments such as NWEA, in order to determine present academic levels. Teachers place students within a classroom into smaller working groups for core academics in order to differentiate instruction based on determined levels. Data is collected and reviewed to ensure students are making progress, and if necessary, adjustments are made.



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10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Response: All Title grant funds are used to supplement existing services provided through other federal, state, and local funds. The Program Administrators work with the school administration to assess additional needs not met through other funding and to coordinate additional services and resources to address those needs. Title I funds supplement salaries for teaching assistants providing interventions in reading and math, Title II funds provide professional development for areas of need identified by teachers and administration, and Title IV provides additional counseling services and curricula.

11. If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

Response: N/A