2020–21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Oxford Day Academy

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
Describe the overall implementation of the actions/services to achieve the articulated goal. **Goal:** To address the high suspension rate due to students not completing homework and classwork. **Context:** The Leadership Team preemptively engaged in reflection and action regarding the student suspensions as a result of students not completing schoolwork. As a result, the team found that the root cause of the incomplete student schoolwork was a need for more academic student support, particularly in accessing structured, scaffolded, grade-level content. Students felt that they were being asked to complete work that was above their skill level, while also needing specific support to successfully complete and access grade-level content. To further gauge the specific needs for support, the team engaged in various school-level assessments, the findings are below: **School Level Needs assessment**:

-We held individual meetings with the Student, Teacher, Parent, Community (STPC) to communicate the needs of the students and create a plan of action according to the needs.
-We use the MESH school Culture and Climate survey to gather data about students' social and emotional needs.
-We met with the full school (teachers and students) in weekly Harambee meetings to discuss school issues and student needs.
-We held multiple monthly parent meetings
-We held individual one on one meetings with parents and students who were suspended
-We administered NWEA measurement of academic support (MAP) assessment to determine student academic levels.
- We also surveyed student academic performance within their classes (grades, report cards).

Needs Assessment Results:
- Students are struggling and needing support in all subjects, especially in reading and math.
-Students need support in Social Emotional Learning: organizing their work, turning it in, meeting deadlines, and producing grade-level quality work (executive functioning skills).
-Site implementation of IXL for Math and English intervention and enrichment was not being used effectively (based on student feedback).
-Urgency around IXL math caused students to ignore work for other subjects, which resulted in detention and eventual suspension.
-Students feel that they need extra support/counseling with academic management.
-Students feel that they need extra support engaging in grade-level content.
-Students feel that they need extra support managing and navigating school responsibilities and home responsibilities.

Listed Implementation of Supports:
-We increased support for Math by expanding the role of a Math instructor and increasing his work from part to full time. -
-Adolescent Counselling Services (ACS) worked with students on Restorative Practices.
-Adolescent Counselling Services (ACS) lead small group therapy sessions around responsible decision making, self-awareness, and self-management for students within the impacted group.
-We hired a consultant to provide and support professional development of staff for broadening our ELD program.
-We allocated time for the Leadership Team to meet, develop, and implement the CSI plan.
-We did outreach with parents to help them support their students while at home.

-Implementation of Community Response to Academic Management (CRAM), a peer-led tutoring program and multi-tiered intervention plan to facilitate communication between all stakeholders: students, parents, teachers, and community, to produce outcomes that increase student performance.
-If a student did not show enough progress with homework and classwork submission, a meeting was held with student and parent to discuss and determine a plan of action.

Resource inequities:
-Students need more access to outside tutoring and extra support
- 30% of the student population are newcomer students, staff needs training on how to make grade-level content accessible to this student group.
-Students need more access to extra academic counseling/social emotional wellbeing support.
-Students need more access to academic tutoring.
-Students need more access to technology devices and at-home internet connectivity.
-Students need more access to mental health resources and individual counseling.

Listed Implementation of Supports:
- Reallocated resources to provide more targeted support for students (decreased counselor to student ratio to 1:2).
- Reallocated resources to provide more access to technology devices and at-home connectivity.
- Reallocated resources to provide academic tutoring for students.
- Reallocated resources to provide staff PD training on how to effectively implement ELD standards into content planning and instruction.
- Reallocated resources to provide newcomer and LTELL students ELD support (contracting with an ELD consultant to provide training to staff).
- Reallocated resources to increase student mental wellness and provide individual student therapy (ratio 1:1)
- Reallocated resources with staff time to offer Professional Learning Communities (PLC's) to address the schoolwide issue of reading and math literacy (according to results of NWEA assessment).

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Ongoing Monitoring:
- MAP/MESH assessments 3 times a year (Fall, Winter, Spring).
- Weekly school-wide assemblings (Harambee) to hold space for students to express concerns and offer feedback regarding school academic programs and student life initiatives.
- Weekly meetings with a selected cohort of student representatives to collaborate with the Leadership Team to find solutions to specific issues raised by students and staff.
- Monthly meetings with parent stakeholders to examine student data, gather feedback and reflect on how to improve programs for student academic success.
- Office hours are offered daily. Students meet with teachers during office hours for ongoing targeted support for all subjects.
- Weekly staff meetings to brainstorm ideas and reflect on problems of practice as well as engage in ongoing professional development.
- The Leadership Team continues to meet weekly to reflect on data gathered from all stakeholders to determine and communicate next steps for improvement and implementation. Lines of communication remain open between the Leadership Team and all stakeholders to continue ongoing cycles of reflection and action for overall school improvement.

Data Analysis and Implementation Plan:

Response to Intervention:
The data compiled from NWEA's MAP Test and the MESH Survey provides administrators, teachers and all stakeholders with an integrated data set that makes it possible to examine student academic skill assessment alongside social-emotional learning (SEL), culture and climate indicators. Data is used to inform curriculum development, support academic and social emotional services, guiding strategic planning and development decisions, and compiling data for accountability reports.
Student Competencies measured through MESH: cultural and linguistic competency, student engagement, learning strategies, rigorous expectations, school safety, sense of belonging, teacher-student relationships.

Data team triangulates MAP, MESH and classroom data to create a personal plan for success (placing each student on a RTI tier), the assessment cycles and implementation plan is detailed below:

MESH: school culture and climate survey is administered twice a year (Fall, Spring).

-**Fall Assessment:** All students are tested using NWEA Measurement of Academic Performance (MAP) to determine baseline and placement of RTI tiers.
- Students are given scheduled RTI time to target specific areas of growth as identified on MAP assessment.
- Students learn the goal ranges needed to be met in order to move up a tier or exit RTI entirely (MAP scores must both meet or exceed norm grade level as well as show growth from last MAP score).

-**Winter Assessment:** All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers.

- **Spring Assessment**: All students are tested using NWEA Measurement of Academic Performance (MAP) to determine placement of RTI tiers. Assessment cycles: Student assessments take place and intervention levels adjusted on a 8-10 week cycle.

-Assessment results are shared with parents at monthly parent meetings.

- Leadership team meets weekly to ensure that the correlation between our MAP data and suspension rates is still relevant. As student reading and math levels improve (as identified by MAP data), suspension rates remain low; the increase in overall student achievement indicates that the supports in place are working.