

Pasco County Schools

Plato Academy Trinity Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Plato Academy Trinity Charter School

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Plato Academy Charter Schools is to assist students in achieving their full potential by requiring and nurturing high academic and behavioral standards in a safe, supporting, challenging and enthusiastic environment, providing a well-rounded K-8 education fortified by a study of the Greek language and culture, and fostered by a commitment and cooperative effort among the school, students, parents, and community: our family.

Provide the school's vision statement.

The Plato Academy family empowers all learners to exceed expectations.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Harris, Hayley	Principal	<p>Recruits, develops, supports, supervises, evaluates, and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.</p> <p>Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.</p> <p>Establishes and maintains a culture of high expectations, equity and continuous improvement through sound judgment and consistent development, support and accountability for themselves and their team.</p> <p>Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.</p> <p>Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the PASC Strategic Plan.</p> <p>Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.</p> <p>Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders.</p> <p>Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.</p> <p>Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct.</p> <p>Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching, and modeling to improve staff practice.</p> <p>Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.</p> <p>Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community.</p> <p>Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals.</p> <p>Develops the leadership skills of assistant principals and others who are preparing for school-based positions.</p> <p>Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.</p> <p>Develops reports and analysis for school leaders and the community regarding the status and performance of the school.</p> <p>Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and</p>

Name	Position Title	Job Duties and Responsibilities
Klay, Mary	Assistant Principal	<p>financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment.</p> <p>Recommends hiring and termination of the school staff.</p> <p>Represents the school at meetings within the community and other agencies, as assigned.</p> <p>Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board.</p> <p>Performs other related duties as required.</p> <p>Recruits, develops, supports, supervises, evaluates, and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.</p> <p>Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.</p> <p>Establishes and maintains a culture of high expectations, equity and continuous improvement through sound judgment and consistent development, support and accountability for themselves and their team.</p> <p>Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.</p> <p>Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the PASC Strategic Plan.</p> <p>Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.</p> <p>Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders.</p> <p>Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.</p> <p>Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct.</p> <p>Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching, and modeling to improve staff practice.</p> <p>Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.</p> <p>Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community.</p> <p>Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals.</p> <p>Develops the leadership skills of assistant principals and others who are preparing</p>

Name	Position Title	Job Duties and Responsibilities
Beard, Adam	Assistant Principal	<p>for school-based positions.</p> <p>Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.</p> <p>Develops reports and analysis for school leaders and the community regarding the status and performance of the school.</p> <p>Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment.</p> <p>Recommends hiring and termination of the school staff.</p> <p>Represents the school at meetings within the community and other agencies, as assigned.</p> <p>Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board.</p> <p>Performs other related duties as required.</p> <p>Recruits, develops, supports, supervises, evaluates, and retains an effective and diverse faculty of instructional and support staff with a focus on increased effectiveness and student achievement.</p> <p>Models the leadership and follow-through necessary to build collaborative school-based teams which ensure curriculum and instruction initiatives are student-focused, researched-based, and aligned with statutes, policies, standards, and improvement plans.</p> <p>Establishes and maintains a culture of high expectations, equity and continuous improvement through sound judgment and consistent development, support and accountability for themselves and their team.</p> <p>Maintains high visibility within the school and in the community and works to build high levels of stakeholder engagement across all aspects of the school activities.</p> <p>Develops, implements, and monitors strategies and actions to make demonstrated progress toward goals within the School Improvement Plan, in alignment to the PASC Strategic Plan.</p> <p>Demonstrates that student learning is a top priority through leadership actions focused on student achievement and success.</p> <p>Structures and monitors the school learning environment to improve learning for a diverse student population while deploying safety protocols to foster the wellbeing of all stakeholders.</p> <p>Creates a positive school culture and learning environment through the implementation of equity, restorative practices, Positive Behavioral Interventions and Supports (PBIS), and culturally relevant teaching, to ensure academic opportunity through equity and excellence for every student.</p> <p>Oversees and monitors disciplinary procedures for all students, in alignment with the Student Code of Conduct.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Demonstrates research- and evidence-based adult learning strategies and facilitates effective professional learning which develops highly-effective staff members through collaboration, planning, design and implementation of feedback, coaching, and modeling to improve staff practice.</p> <p>Establishes open lines of communication and processes to determine and support stakeholder needs and opportunities for growth.</p> <p>Brings together diverse groups to build solutions and resolve school-based issues brought forward by students, parents, staff or the community.</p> <p>Utilizes multiple data-based indicators to inform, drive change and assess progress for school and student improvement initiatives and goals.</p> <p>Develops the leadership skills of assistant principals and others who are preparing for school-based positions.</p> <p>Engages in structured professional development programs and attends specific principal training to ensure ongoing self-reflection, growth, and improved practices related to the role and responsibilities.</p> <p>Develops reports and analysis for school leaders and the community regarding the status and performance of the school.</p> <p>Directs resources toward instructional improvement, development, and implementation of quality standards-based curricula.</p> <p>Leads and manages organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, asset inventory, and maintenance of the physical plant in alignment with School Board Policy and in ways that maximize the effective use of resources to promote a safe, efficient and effective learning environment.</p> <p>Recommends hiring and termination of the school staff.</p> <p>Represents the school at meetings within the community and other agencies, as assigned.</p> <p>Performs and promotes all activities in compliance with equal employment and non-discrimination policies of the School Board.</p> <p>Performs other related duties as required.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Plato Academy Trinity is partnering with our School Advisory Council to include all stakeholders in the development of the School Improvement Plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Plato Academy Trinity Student Advisory Council meets bi-monthly to review the effectiveness of the School Improvement Plan and make revisions as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	33%
2022-23 Economically Disadvantaged (FRL) Rate	56%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	12	10	11	7	14	14	6	12	4	90
One or more suspensions	0	0	0	0	1	2	7	9	4	23
Course failure in English Language Arts (ELA)	1	0	1	1	1	0	0	0	0	4
Course failure in Math	1	0	1	1	3	3	0	0	0	9
Level 1 on statewide ELA assessment	2	5	8	6	18	18	18	19	10	104
Level 1 on statewide Math assessment	7	1	7	10	16	23	7	10	9	90
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	2	3	1	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	47	58	53	63	60	55	67		
ELA Learning Gains				53			63		
ELA Lowest 25th Percentile				35			42		
Math Achievement*	49	62	55	59	40	42	65		
Math Learning Gains				50			59		
Math Lowest 25th Percentile				49			44		
Science Achievement*	37	59	52	50	60	54	53		
Social Studies Achievement*	85	79	68	89	60	59			
Middle School Acceleration	59	64	70		49	51			
Graduation Rate		80	74		50	50			
College and Career Acceleration		55	53		76	70			
ELP Progress	70	53	55	90	67	70	70		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	415
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	60

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	538
Total Components for the Federal Index	9
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	2	2
ELL	57			
AMI				
ASN	75			
BLK				
HSP	45			
MUL	41			
PAC				
WHT	62			
FRL	52			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL	60			
AMI				
ASN	90			
BLK	50			
HSP	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	40	Yes	1	
PAC				
WHT	56			
FRL	53			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	47			49			37	85	59			70
SWD	20			30							2	
ELL	43			57							3	70
AMI												
ASN	71			79							2	
BLK												
HSP	44			35			20	54			5	
MUL	27			55							2	
PAC												
WHT	49			52			44	94	63		6	
FRL	41			45			30	82	47		6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	63	53	35	59	50	49	50	89				90
SWD	22	25	15	35	31	20						
ELL	44	53		60	53							90
AMI												
ASN	90			90								

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	60			40								
HSP	56	52	36	51	55	54	38					
MUL	40			40								
PAC												
WHT	65	53	34	62	48	42	54	88				
FRL	56	50	34	52	47	53	46	82				

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	67	63	42	65	59	44	53					70
SWD	30	45		25	18							
ELL	60	80		65	40							70
AMI												
ASN	67			67								
BLK												
HSP	47	50		50	42		45					
MUL	45			45								
PAC												
WHT	73	65	44	70	62	43	50					
FRL	55	53	40	59	51	60	29					70

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	51%	-11%	54%	-14%
07	2023 - Spring	35%	48%	-13%	47%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	52%	46%	6%	47%	5%
04	2023 - Spring	38%	55%	-17%	58%	-20%
06	2023 - Spring	53%	46%	7%	47%	6%
03	2023 - Spring	70%	48%	22%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	58%	54%	4%	54%	4%
07	2023 - Spring	42%	48%	-6%	48%	-6%
03	2023 - Spring	66%	50%	16%	59%	7%
04	2023 - Spring	43%	54%	-11%	61%	-18%
08	2023 - Spring	59%	67%	-8%	55%	4%
05	2023 - Spring	31%	52%	-21%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	45%	46%	-1%	44%	1%
05	2023 - Spring	29%	49%	-20%	51%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	50%	37%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	83%	70%	13%	66%	17%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The ELA data component showed the lowest performance overall. A contributing factor of this was student attendance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Both ELA and Math performance show a decline from the prior year. The greatest decline is in the area of Math. The factors that contributed was curriculum change and student attendance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The state average is not available at the time of this plan completion.

Which data component showed the most improvement? What new actions did your school take in this area?

It does not appear that any data component area showed the most improvement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

One area of concern is the data from the lowest 25th percentile of students.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

We will focus to identify to support the lowest 25th percentile in all grade levels.

We will focus on the two subgroups of multiracial students and students with disabilities to ensure above 41% proficiency rate.

We will also focus on math acceleration in 4th grade through 8th grade.

We will work to implement a school-wide behavior plan based on Kagan strategies, Whole-Brain Teaching and CHAMPS.

We will continue to build the school culture by increasing student and parent participation.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Intervention**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The student ELA and Math FAST scores indicated a need for further and more intensive intervention to the lowest 25th percentile of students.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to achieve 70% of all 3rd-8th graders score a Level 3 or higher on the Progress Monitoring 3 FAST assessment for both ELA and Mathematics.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored through weekly PLC meetings and data review with the staff through an Annual Yearly Progress spreadsheet.

Person responsible for monitoring outcome:

Hayley Harris (harrish@platoacademy.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence based intervention being implemented is Tier 2 and Tier 3 services provided to students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected because these interventions allow for research-based small group instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will work to identify and create appropriate Tier 2 groups for ELA and Mathematics. Intervention specialists will provide the Tier 3 instructional groups for ELA and Mathematics based on the data.

Person Responsible: Hayley Harris (harrish@platoacademy.net)

By When: Data reviewed monthly at SBLT meetings.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This was identified by the end of year surveys collected from staff members, students, and parents.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to achieve 80% of a positive rating on the end of year survey sent to staff, students, and parents.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor for the desired outcome through our PLC, SAC, and internal surveys throughout the year.

Person responsible for monitoring outcome:

Hayley Harris (harrish@platoacademy.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is training staff in Kagan, CHAMPS, and Whole Brain teaching.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected due to research conducted on the effectiveness of these strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This was identified by the end of year surveys collected from staff members, students, and parents.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to achieve 80% of a positive rating on the end of year survey sent to staff, students, and parents.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor for the desired outcome through our PLC, SAC, and internal surveys throughout the year.

Person responsible for monitoring outcome:

Hayley Harris (harrish@platoacademy.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this Area of Focus is training staff in Kagan, CHAMPS, and Whole Brain teaching.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy was selected due to research conducted on the effectiveness of these strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

We have been identified as an ATSI school with two subgroups that missed the required target. We will ensure to review appropriate funding and resources to multiracial students and students with disabilities.