

St. Lucie Public Schools

Somerset Academy Bethany School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	16
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	17
VII. Budget to Support Areas of Focus	0

Somerset Academy Bethany

500 SW BETHANY DR, Port St Lucie, FL 34986

www.somersetacademybethany.org

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

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.

Somerset Academy, Inc. Promotes a transformational culture that maximizes student achievement and the development of accountable, global learners in a safe and enriching environment that fosters high-quality education.

Provide the school's vision statement.

Empowering students to explore global learning opportunities to promote and enrich their communities and the communities we serve.

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
Rains, Erika	Principal	everything
Hernandez, Lucia	Assistant Principal	everything

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.

Input provided at PTSO meetings during open forum and by elected board members. Meetings open to the entire school body/parents/teachers, and made available by Zoom.

Climate surveys completed by parents, teachers and students.

Input provided during Parent University events/open forums/townhall meetings.

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))

Progress monitoring, assessments, ongoing surveys, regular meetings w/ open forum for feedback.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	63%
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)	Black/African American Students (BLK) Hispanic Students (HSP)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
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	7	15	28	12	5	1	1	0	0	69	
One or more suspensions	2	12	11	7	10	6	7	0	0	55	
Course failure in English Language Arts (ELA)	5	0	3	4	2	0	0	0	0	14	
Course failure in Math	0	0	2	7	0	1	0	0	0	10	
Level 1 on statewide ELA assessment	0	0	0	13	3	4	0	0	0	20	
Level 1 on statewide Math assessment	0	0	0	17	3	4	0	0	0	24	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	3	4	0	0	0	20	

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	4	11	7	4	7	3	0	0	0	36

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	8	2	6	7	4	1	0	0	0	28
Students retained two or more times	0	0	0	0	1	0	0	0	0	1

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	
One or more suspensions	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	
Course failure in Math	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	
Level 1 on statewide FSA Math assessment	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	

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	

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	
Students retained two or more times	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*	57	44	53	52	46	56			
ELA Learning Gains				57					
ELA Lowest 25th Percentile									
Math Achievement*	41	52	59	30	43	50			
Math Learning Gains				30					
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	18	49	54	35	50	59			
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress		58	59						

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	165
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	204
Total Components for the Federal Index	5
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				
ELL	15	Yes	1	1
AMI				
ASN				
BLK	48			
HSP	46			
MUL				
PAC				
WHT	45			
FRL	29	Yes	1	1

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				
ELL				
AMI				
ASN				
BLK	43			
HSP	34	Yes	1	
MUL				
PAC				
WHT	53			
FRL	42			

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	57			41			18					
SWD												
ELL	10			20							2	
AMI												
ASN												
BLK	57			43							3	
HSP	56			31							3	
MUL												
PAC												
WHT	53			53							3	
FRL	41			24			13				4	

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	52	57		30	30		35					
SWD												
ELL												
AMI												
ASN												
BLK	56	60		25	30							
HSP	45			23								
MUL												
PAC												
WHT	59			47								
FRL	47	63		27	33		38					

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												
SWD												
ELL												

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
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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	63%	46%	17%	54%	9%
04	2023 - Spring	59%	52%	7%	58%	1%
03	2023 - Spring	43%	42%	1%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	45%	52%	-7%	59%	-14%
04	2023 - Spring	46%	56%	-10%	61%	-15%
05	2023 - Spring	38%	48%	-10%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	47%	-30%	51%	-34%

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.

5th grade Science at 17%.

There were only 24 students in that testing group last year.

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

From 32% to 17% .

5th grade science teacher was coming from private school and lacked experience. The school focused so much on increasing reading and math scores that the school failed to focus on science.

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 data component with the greatest gap when compared to state averages was 5th grade math. Somerset Academy Bethany's 5th grade math point gap was 17 points compared to the state. For the 2022-2023 the teacher who taught 5th grade math was new to state assessments and this was her first-year teaching in public school. Somerset Academy Bethany also experienced rapid growth and an influx of new students in 5th grade.

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

4th grade math increased 22 points. We held after school tutoring sessions and did targeted small group tutoring.

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

Increase all test scores w a focus on our hispanic, black and FRL population.

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

Increase science scores.

Increase math scores.

Increase reading scores.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

Teachers morale was low last year. We were split between two different campuses due to construction and limited space on one. We were spread thin, and unable to provide the support that they needed. Discipline was inconsistent.

Measurable Outcome:

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

I plan to make my teachers happy as measured by climate surveys, and the arc length of teacher's smiles. :-)

Monitoring:

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

We are doing weekly touch-bases w the teachers (annotative) and quarterly anonymous climate surveys.

Person responsible for monitoring outcome:

Erika Rains (rains.erika@somersetcollegeprep.org)

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.)

We implemented a teacher support program and we front loaded professional development this year. I hired a dean of discipline and a mental health provider.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It was needed.

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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.

Math for hispanic: 23.

Math for black: 25 and learning gains for math: 30.

FRL: Math 27; math learning gains 33; science 38.

Measurable Outcome:

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

The above mentioned sub groups will increase as measure by state standardized tests.

Math for hispanic: 23 will increase to 42.

Math for black: 25 will increase to 42 and learning gains for math: will increase to 42.

FRL: Math 27 will increase to 42; math learning gains 33 will increase to 42; science 38 will increase to 42.

Monitoring:

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

Progress monitoring/state standardized test scores.

Person responsible for monitoring outcome:

Erika Rains (rains.erika@somersetcollegeprep.org)

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.)

After school tutoring preps; Saturday tutoring preps; targeted small group tutoring.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

It's needed.

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).

5th grade Science scored 17%. We will allocate more funds on after school and Saturday test preps for that sub group. Teachers and paras under the purview of a HE instructor will provide targeted skill development. Increased funding on science materials/equipment/resources for the science labs.

Coach books for science, math and reading.

We are allocating funds to learning experiences elsewhere (field trips) and learning outside of the classroom environment/hands on experiences.

We are allocating funds to professional development and team building activities to increase teacher morale for a more positive culture and environment.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Website. Social Media platforms. Direct email through student information system.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Monthly PTSO meetings, open forums, town hall meetings (available in person and via zoom), weekly parent newsletters and daily communication through school's social media platforms. We distribute regular scheduled progress reports and hold regular parent teacher conferences. We promote parent access to the student's online grade book. Text blasts. Morning announcements. Quarterly data chats with families.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Teacher training/ professional development; teacher support program.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

In order to improve students skills outside the academic subject area, the school designated mental health employee, Ms. Roxanna Gutierrez offers individual and small group counseling to students for anger management, stress, depression, suicide, abuse, bullying, etc. Ms. Gutierrez works with connecting students and parents to outside agencies as well as trains the staff to identify early warning signs as youth mental health first aid trained and a licensed mental health counselor.

Describe the preparation for and awareness of postsecondary opportunities 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. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the 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. and ESSA 1114(b)(7)(iii)(III).

RTI/MTSS, Tutoring and intensive classes, support facilitation, daily, weekly and biweekly check-ins with a designated adult.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teacher training/ professional development; new teacher support program.
Financial incentives for high test scores, sign on bonuses, referral bonuses, retention bonuses, perfect attendance bonuses.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We work on fine motor skills using pinching, pulling, squeezing, cutting and ripping paper, coloring, and tracing. The students learn gross motor skills both inside and outside of the classroom by balancing, jumping, kicking, and climbing. During instructional learning, students do music and movement to songs that are tied to the lesson. We play a lot of large and small group games, including but not limited to seek and find games where students have to search for either a letter, number, color, shape and their sight word in either a book or throughout the classroom. We play feed the bear, which is similar to seek and find. Students are given homework packets that are due weekly. All the assignments that are given for homework are to reinforce what the student is learning in class daily, just like the elementary students do.