

Broward County Public Schools

Academic Solutions Academy A School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	27
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	28
VII. Budget to Support Areas of Focus	0

Academic Solutions Academy A

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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 Academic Solutions Academy High School (ASAHS) is designed to accommodate hard-to-serve students between the ages of 15-21 who have earned minimal credits toward their high school diploma. ASAHS specialize in credit retrieval through a blended learning approach, where students benefit from both computer-based instruction and direct classroom teaching.

Provide the school's vision statement.

The vision of Academic Solutions Academy High School (ASAHS) is to provide a flexible learning environment that empowers students to work at their own pace. ASAHS' adaptable learning model not only supports students in achieving their high school diploma but also enriches their employability and career skills. Our commitment is to offer a personalized path to success that aligns with each student's individual circumstances and aspirations.

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
Patel, Meera	VP of Business Development/Chief Academic Officer	<ul style="list-style-type: none"> • Provide expertise and guidance to the educational organization • Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans
Peterson, Debra		<ul style="list-style-type: none"> ? Maintaining a focus on improving student learning that permeates all levels of the school ? Maintaining high expectations for student achievement ? Using data to inform decision-making about teaching and learning ? Support a student learning community that includes student involvement ? Builds positive relationships with students and parents ? Fully embraces the mission and philosophy of the School ? Provides leadership and support in the development and implementation of annual School goals and objectives ? Hires, trains and evaluates staff ? Plans and coordinates staff development opportunities for staff ? Communicates and implement School's policies ? Monitors and supervises the overall day-to-day School operations ? Serves as a liaison between district, community agencies, businesses and organizations ? Monitors student data reports and submits in a timely fashion all required reports to the state ? Maintains discipline and the School Code of Conduct in all applicable situations ? Abides by the policies, directives, and guidelines as stated in the employee manual ? Performs additional duties as deemed necessary

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.

Step 1: Identifying Key Stakeholders

- School Leadership Team: The principal, vice-principal, and department heads.
- Teachers and School Staff: All teachers, counselors, and support staff.
- Parents and Families: Extended family members, grandparents, and guardians.
- Business or Community Leaders: Local business owners and community leaders who are involved in education advocacy.

Step 2: Conducting Stakeholder Meetings

- Regular communication with parents, community members, and other stakeholders to keep them informed of the institution's priorities and goals.
- Collaborating with community organizations, businesses, and government agencies to address the needs of the learners and community.
- Encouraging stakeholders to provide feedback and suggestions to help improve the institution.

Step 3: Gathering Input

- Surveys were distributed to parents and families to collect their insights into their children's educational experience and their concerns.
- Teachers and staff participated in focus groups where they could freely express their observations and suggestions.
- Student representatives gathered input from their peers through discussions and surveys.

Step 4: Analyzing and Synthesizing Feedback

- Common themes emerged, such as the need for more resources for extracurricular activities, concerns about student engagement, and a desire for stronger community partnerships.

Step 5: Prioritizing Needs and Goals

- After analyzing the feedback, the school leadership team worked collaboratively to prioritize the most critical needs and goals. In this case, it was clear that improving student engagement and expanding extracurricular opportunities were top priorities.

Step 6: Developing the SIP

- With the identified priorities in mind, we crafted a draft SIP that included specific action plans. For instance, we planned to create new after-school clubs and strengthen ties with local businesses to offer mentorship programs.

Step 7: Reviewing and Validating Stakeholders

- We shared the draft SIP with stakeholders in various ways, including virtual meetings.
- Parents, teachers, and community leaders had the opportunity to provide input and suggestions, which we carefully considered.

Step 8: Finalizing the SIP

- We incorporated the valuable input received and adjusted the SIP accordingly. This helped ensure it truly reflected our shared goals and priorities.

Step 9: Submitting the SIP

- The finalized SIP was submitted to the district education authorities, where it was reviewed and approved in alignment with ESSA guidelines.

Step 10: Implementation and Monitoring

- We began implementing the SIP strategies, including launching new clubs and strengthening community partnerships.
- Regular progress reports were shared with stakeholders, maintaining transparency and accountability.

Step 11: Communication and Transparency

- Throughout the process, we kept stakeholders informed through newsletters, virtual town hall meetings, and updates on the school's website.

In summary, Academic Solutions Academy SIP development process was a collaborative effort that actively engaged stakeholders, families, and community leaders. Their input was instrumental in shaping the plan to address our school's unique needs, resulting in a stronger, more engaged school community and improved outcomes for our students.

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))

Step 1: Data Collection and Analysis:

- Academic Solutions Academy will establish a Data Analysis Team consisting of teachers, administrators, who are our data specialists. This team will collect a wide range of student performance data, including standardized test scores, formative assessments, and attendance records.

Step 2: Continuous Data Review:

- On a monthly basis, the Data Analysis Team will review the collected data to identify trends and patterns in student achievement. Particular attention will be paid to students who are part of demographic groups experiencing achievement gaps.

Step 3: Progress Reports:

- Regular progress reports will be generated and shared with all stakeholders, including teachers, parents, and the School Leadership Team. These reports will highlight areas of progress and areas where improvement is needed.

Step 4: Stakeholder Feedback:

- Teachers, parents, and students will have opportunities to provide feedback on the SIP's implementation and its impact on student achievement. This feedback will be collected through surveys, focus groups, and open forums.

Step 5: Data-Driven Decision-Making:

- The School Leadership Team will use the data and feedback to make informed decisions about the SIP's effectiveness. If certain strategies are not yielding the expected results, adjustments will be considered.

Plan Revision for Continuous Improvement:

Step 6: Bi-Annual Reviews:

- Academic Solutions Academy will conduct formal reviews of the SIP twice a year. These reviews will involve all stakeholders, including teachers, parents, and community members. During these reviews, the effectiveness of each strategy will be assessed, and progress toward closing the achievement gap will be measured.

Step 7: Identify Needed Revisions:

- If the data and feedback indicate that certain strategies are not working as expected, or if new challenges emerge, the School Leadership Team will work collaboratively to identify necessary revisions to the SIP.

Step 8: Revision and Adjustment:

- Revisions to the SIP will be made based on the findings of the bi-annual reviews. This may include modifying existing strategies, adding new ones, or reallocating resources to better address the achievement gap.

Step 9: Communication of Changes:

- All stakeholders will be informed of any changes made to the SIP. Transparent communication is crucial to maintaining trust and engagement within the school community.

Step 10: Continuous Monitoring:

- The cycle of data collection, analysis, feedback, and plan revision will continue on an ongoing basis. It's not a one-time process but a continuous effort to ensure that the SIP remains effective in improving student achievement and closing the achievement gap.

In summary, Academic Solutions Academy is committed to a data-driven, collaborative approach to SIP monitoring and improvement. Regular data analysis and stakeholder involvement will ensure that the SIP remains dynamic and responsive to the needs of its students, particularly those facing the greatest achievement gap.

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)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: MAINTAINING
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	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 ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	

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	

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	0	0	0	0	0	0	0	0	0	
Students retained two or more times	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	

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*		50	50	5	52	51			
ELA Learning Gains				42					
ELA Lowest 25th Percentile									
Math Achievement*		36	38	0	41	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		60	64	8	35	40	9		
Social Studies Achievement*		66	66	12	51	48	10		
Middle School Acceleration					50	44			
Graduation Rate	13	90	89	5	54	61	17		
College and Career Acceleration		61	65		66	67	30		
ELP Progress		50	45						

* 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)	CSI
OVERALL Federal Index – All Students	13
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	13
Total Components for the Federal Index	1
Percent Tested	
Graduation Rate	13

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	12

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	72
Total Components for the Federal Index	6
Percent Tested	42
Graduation Rate	5

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	7	Yes	3	3
AMI				
ASN				
BLK	19	Yes	4	4
HSP	5	Yes	2	2
MUL				
PAC				
WHT				
FRL	15	Yes	4	4

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	6	Yes	1	1
ELL	0	Yes	2	2
AMI				
ASN				
BLK	21	Yes	3	3
HSP	4	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%
MUL				
PAC				
WHT				
FRL	6	Yes	3	3

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										13		
SWD												
ELL											1	
AMI												
ASN												
BLK											1	
HSP											1	
MUL												
PAC												
WHT												
FRL											1	

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	5	42		0			8	12		5		
SWD										6		
ELL										0		
AMI												
ASN												

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	8	50								5		
HSP										4		
MUL												
PAC												
WHT												
FRL	9									3		

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							9	10		17	30	
SWD												
ELL										27		
AMI												
ASN												
BLK							9			28		
HSP										0		
MUL												
PAC												
WHT												
FRL										20		

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
10	2023 - Spring	1%	49%	-48%	50%	-49%
09	2023 - Spring	3%	49%	-46%	48%	-45%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	48%	-42%	50%	-44%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	46%	-46%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	63%	-54%	63%	-54%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	62%	-54%	63%	-55%

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.

It appears that the Math Achievement in Algebra is the lowest, with a score of 6%. This indicates that the school's math achievement is significantly below both the district and state averages.

Student Engagement: Math can be a challenging subject, and student engagement is vital. If students are not motivated or struggle to grasp mathematical concepts, it can lead to low achievement.

Early Education: Students' math skills often build upon previous knowledge. If students have gaps in their foundational math skills from earlier grades, it can affect their performance in later years.

ESSA Subgroup Data Analysis:

SWD (Students with Disabilities):

ELA Achievement: 6

Math Achievement: 0

Science Achievement: 8
ELL (English Language Learners):

ELA Achievement: 0
Math Achievement: *
FRL (Free/Reduced Lunch):

ELA Achievement: 9
Math Achievement: 3
Reflections:

Immediate Actions and Strategies:

Curriculum Review:

An immediate review of the math curriculum, teaching methodologies, and resources is necessary to identify and rectify any gaps contributing to low math achievement.

Targeted Interventions:

Implementing targeted interventions for Students with Disabilities, English Language Learners, and Free/Reduced Lunch students. Tailored strategies include specialized instruction, language support, and additional resources to enhance math outcomes.

The observed low performance in Math Achievement is a concrete reflection of challenges faced by our student population. Immediate actions involve addressing data issues, reviewing the curriculum, and implementing targeted interventions for specific subgroups to ensure a significant and rapid improvement in math proficiency.

Trends and Considerations:

The data shows a significant gap between the school's math achievement and both the district and state averages. This indicates that the school faced unique challenges in math education that needed to be addressed.

To improve math achievement, the school needed to review its curriculum, provide professional development for math teachers, implement effective teaching strategies, and offer additional support for struggling students.

It was essential to track this data over time to assess whether interventions and improvements were leading to better math achievement. Consistent monitoring helped identify trends and evaluate the effectiveness of educational initiatives.

Collaborative efforts involving teachers, administrators, and parents were necessary to address the underlying factors contributing to low math achievement and implement successful interventions.

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

Student Performance on the 2023 Algebra EOC Exam

In 2023, students who took the Algebra EOC exam demonstrated difficulties in several key components of algebra. The areas of concern included:

Expressions, Functions, and Data Analysis

Linear Relationships

Non-Linear Relationships

The performance of students in these areas suggests a need for targeted interventions to improve their understanding and proficiency in algebraic concepts.

Analysis of Student Proficiency in the 2021-2022 School Year

During the 2021-2022 school year, it was observed that 86.7% of students were categorized as Level 1 in Algebra, indicating a lower level of proficiency. Conversely, only 13.3% of students were classified as Level 3, suggesting a significant gap in proficiency levels among the student population.

ESSA Subgroup Data Analysis:
SWD (Students with Disabilities):

ELA Achievement: 6
Math Achievement: 0
Science Achievement: 8
ELL (English Language Learners):

ELA Achievement: 0
Math Achievement: *
FRL (Free/Reduced Lunch):

ELA Achievement: 9
Math Achievement: 3

Professional Development Initiatives and Math 180

Engaging Content:

Math 180 successfully makes math more interesting and relatable to students by incorporating real-world examples and applications.

Skills Development:

The program focuses on building fundamental math skills necessary for success in algebra and more advanced math courses.

Readiness for Algebra:

Math 180 effectively prepares students for the critical branch of mathematics, algebra, encountered in middle or high school, by strengthening their foundational skills.

To address these challenges and enhance student outcomes in algebra, educators took proactive steps by engaging in professional development activities. These initiatives strengthened teaching strategies and improved the quality of algebra instruction.

Curriculum Alignment:

Teachers aligned instructional materials and methods with the specific content and skills assessed in the Algebra EOC, ensuring direct correlation between classroom instruction and the exam.

Data Analysis:

Educators developed skills in analyzing student assessment data to identify areas of weakness and make informed instructional decisions.

Problem-Solving Skills:

Teachers focused on enhancing students' problem-solving skills and critical thinking abilities to better understand and apply algebraic concepts.

Technology Integration:

Training in the integration of educational technology enabled teachers to incorporate digital resources into their algebra lessons, making concepts more engaging and accessible.

In conclusion, this report highlights the challenges faced by students on the 2023 Algebra EOC exam and the observed disparities in proficiency levels during the 2021-2022 school year. The efforts undertaken by teachers to enhance their teaching strategies through professional development represent a concrete step towards addressing these challenges and improving student outcomes in algebra. By investing in these initiatives, educators aim to better prepare students for success in algebra and similar assessments, ultimately advancing mathematics education in the school. Continued monitoring and evaluation of these professional development efforts are crucial to assessing their impact on student achievement in algebra.

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.

Expressions, Functions, and Data Analysis: 81% (22 students)

Linear Relationships: 11% (3 students)

Non-Linear Relationships: 4% (1 student)

ESSA Subgroup Data Analysis:

SWD (Students with Disabilities):

ELA Achievement: 6

Math Achievement: 0

Science Achievement: 8

ELL (English Language Learners):

ELA Achievement: 0

Math Achievement: *

FRL (Free/Reduced Lunch):

ELA Achievement: 9

Math Achievement: 3

Factors contributing to this gap might include:

Teaching Strategies:

The methods and strategies employed to teach the content category did not effectively address the needs of struggling students. Teachers required additional support and resources to adapt their instruction for these students.

Student Support:

Students needed additional support, such as tutoring, interventions, or individualized learning plans, to help them catch up and perform at the expected level.

Assessment Practices:

The assessment methods or tools used in this category did not accurately reflect student understanding or align with the instructional approach, resulting in lower scores.

Regarding trends, based on the data provided, the majority of students consistently fell into the "Red" category, indicating a pattern of struggling performance. To address this trend, targeted interventions, professional development for teachers, and assessments of changes in teaching strategies, curriculum, or support services were implemented to lead to improvements in student performance over time.

Continued monitoring and analysis of student performance data, along with a commitment to addressing the needs of struggling students, were crucial to closing the performance gap in the "Red" category and improving overall outcomes in these data components.

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

The components that showed the most improvement when compared to PM1 and PM3 were Reading Prose and Poetry. This area had more students to achieve the standard than the other components. The school provided students with Reading 180, in class tutoring, and peer to peer support groups that encouraged cooperative learning within the classroom. It's important to note that many factors could have contributed to this data, but it cannot be properly compared to last year's data due to different standards being tested.

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

n/a

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

Reading Proficiency Growth (3% Increase for 2023-24):

Achieving a 3% increase in reading proficiency is a specific and measurable goal. It should be the top priority, as literacy skills are fundamental for academic success across all subjects.

ESSA Subgroup Data Analysis:
SWD (Students with Disabilities):

ELA Achievement: 6
Math Achievement: 0
Science Achievement: 8
ELL (English Language Learners):

ELA Achievement: 0
Math Achievement: *
FRL (Free/Reduced Lunch):

ELA Achievement: 9
Math Achievement: 3

Mathematics Performance Improvement, with a Focus on Key Components:

Addressing the specific components of math, including Expressions, Functions, and Data Analysis,

Linear Relationships, and Non-Linear Relationships. Improving math proficiency is vital, and focusing on these components will help students build a strong foundation in mathematics.

ESOL Program Enhancement:

Strengthening the ESOL (English for Speakers of Other Languages) program is essential to support English language learners (ELLs).

Providing professional development for teachers to employ effective strategies for teaching ELLs and promoting English language acquisition is crucial.

ESE Services and Inclusion:

Enhancing services and support for students with disabilities (Exceptional Student Education) remains a priority.

Expanding inclusive education practices to ensure that students with disabilities are fully integrated into general education classrooms when appropriate, with necessary support.

These priorities are ranked based on the goal of increasing reading proficiency by 3%, which is a specific target for improvement. Additionally, they address key areas of education, including mathematics, English language learners, and students with disabilities. Effective data analysis and data-driven decision-making will be essential to monitor progress in these areas throughout the school year.

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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 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.

Area of Focus #1: Positive School Culture and Environment

Rationale:

A positive school culture and environment are foundational for academic success, student well-being, and comprehensive school improvement. This area of focus was identified as a crucial need through a careful review of various data sources and considerations.

Student Engagement and Satisfaction Surveys: Analysis of surveys revealed areas where students may not feel fully supported, safe, or engaged in the learning environment.

Discipline and Behavior Data: Examination of discipline and behavior data identified trends in student behavior linked to the overall school culture.

Teacher and Staff Surveys: Feedback from teachers and staff members on their working conditions, job satisfaction, and perceptions of the school environment was considered.

Parent and Community Feedback: Input from parents and the local community provided valuable insights into the overall atmosphere of the school.

Academic Performance Data: While not directly measuring school culture, academic performance data can indicate the impact of the school environment on academic outcomes.

Subgroup Performance and Disparities: Examining the performance of low-performing subgroups is essential, as disparities can be indicative of a negative school culture that does not adequately support all students.

Area of Focus #2: Mathematics Achievement Improvement

Close Achievement Gaps:

Targeting specific areas of underperformance to reduce disparities among student groups, ensuring equitable access to high-quality math education for all.

Enhance Overall Academic Success:

Recognizing the foundational role of mathematics in various academic disciplines, striving to elevate overall academic achievement by strengthening math proficiency.

Prepare Students for Future Success:

Acknowledging the importance of mathematical skills in future academic pursuits and professional endeavors, aiming to equip students with a solid foundation for lifelong learning.

Align with Educational Standards:

Aligning math achievement improvement efforts with established educational standards and benchmarks to ensure that students meet or exceed expected levels of proficiency.

Measurable Outcome:

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

Measurable Outcome for Focus #1: Positive School Culture and Environment

The school aims to achieve a 20% increase in overall student satisfaction, measured through annual surveys. Disciplinary incidents are targeted to decrease by 15%, and teacher retention rates are expected to improve by 10%. Parental involvement, gauged by participation in school events and workshops, is set to rise by 25%, indicating a strengthened positive school culture.

Measurable Outcome for Focus #2: Mathematics Achievement Improvement

Aligned with ESSA subgroup goals, the school endeavors to attain a 15% increase in Math Achievement scores for Students with Disabilities, English Language Learners, and Free/Reduced Lunch students. This improvement will be measured through standardized assessments at the end of the academic year, showcasing progress compared to baseline assessments.

Monitoring:

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

Monitoring Plan: Focus #1 - Positive School Culture and Environment

To monitor positive school culture, student surveys will be conducted biannually, assessing satisfaction and well-being. Monthly reviews of disciplinary incidents and quarterly feedback sessions with teachers will provide insights into behavior and staff perceptions. Parental engagement will be tracked through event attendance, with updates given each semester. Academic performance data will be regularly analyzed to identify links between culture and academic outcomes.

Monitoring Plan: Focus #2 - Mathematics Achievement Improvement

For math achievement improvement, monthly data analysis will track subgroup progress against baseline scores. Formative assessments will be implemented regularly to address subgroup needs. Monthly teacher collaboration meetings will facilitate discussions on student progress and effective interventions. Comparative analyses of subgroup performance in standardized assessments will be conducted, and intervention effectiveness will be reviewed through teacher-generated assessments. These measures ensure a systematic approach to achieving the 15% improvement goal for ESSA subgroups in Math Achievement.

Person responsible for monitoring outcome:

Andrew Kinlock (akinlock@asacharterschools.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.)

Evidence-Based Interventions Implemented:

For Positive School Culture and Environment:

Specialized Instruction:

We've successfully implemented a research-based social-emotional learning program, enhancing students' interpersonal skills, empathy, and conflict resolution. This initiative contributes to fostering a positive and inclusive school culture.

Additional Resources:

We've allocated resources for evidence-based programs that actively promote cultural awareness and inclusivity. These include materials,celebrate diversity, reinforcing students' sense of belonging.

For Mathematics Achievement Improvement:**Specialized Instruction:**

We've integrated evidence-based instructional strategies tailored to diverse learning needs. This involves differentiated instruction, adaptive learning technologies, and targeted interventions aligned with subgroup-specific learning styles.

Tutoring and Interventions:

Our implemented evidence-based tutoring programs during school hours utilize proven instructional strategies like one-on-one tutoring, peer-assisted learning, and technology-assisted instruction. These efforts aim to significantly enhance math achievement for Students with Disabilities, English Language Learners, and Free/Reduced Lunch students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implemented Evidence-Based Interventions:**For Positive School Culture and Environment:****Differentiated Instruction:**

Having successfully implemented evidence-based differentiated instruction strategies, tailored to the diverse learning needs of our student body. This approach fosters inclusivity, ensuring each student receives personalized support for their academic and social-emotional growth.

Professional Development:

We've offered professional development opportunities focusing on effective teaching strategies for Students with Disabilities, English Language Learners, and those eligible for Free/Reduced Lunch programs. Educators are now equipped with the tools to address diverse needs and create an inclusive learning environment.

For Mathematics Achievement Improvement:**Differentiated Instruction:**

Implementing evidence-based differentiated instruction strategies has significantly improved subgroup-specific learning outcomes. Tailoring instruction to diverse needs has positively impacted math achievement for Students with Disabilities, English Language Learners, and those eligible for Free/Reduced Lunch programs.

Data-Driven Decision Making:

Through targeted professional development, educators are adept at data analysis, informing instructional decisions and interventions based on subgroup performance. This data-driven approach ensures ongoing progress in math achievement for all students.

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.

Action Steps: Positive School Culture and Mathematics Achievement Improvement:

Baseline Assessment:

Administer baseline assessments for student satisfaction and Math Achievement levels within each ESSA subgroup.

Responsible: School Counselor / Math Department Head

Individualized Learning Plans:

Develop personalized learning plans for Students with Disabilities and English Language Learners, addressing social-emotional needs and incorporating targeted math strategies.

Responsible: Special Education Coordinator

Regular Progress Monitoring:

Implement ongoing progress monitoring for both student satisfaction and math achievement, adjusting interventions based on real-time data.

Responsible: School Principal / Math Department Head

Family Engagement:

Conduct regular meetings and workshops to engage families, offering resources and strategies for creating a positive learning environment and supporting math learning at home.

Responsible: Family Engagement Coordinator

Technology Integration:

Introduce and integrate educational technology tools to enhance student engagement and math learning experiences.

Responsible: IT Coordinator

Evaluation Criteria:

Achieve a 15% improvement in Math Achievement scores for each identified ESSA subgroup on standardized assessments by the academic year's end. Evaluation includes baseline data comparisons, formative assessment results, and ongoing progress monitoring. This holistic approach ensures measurable progress in both positive school culture and math achievement, fostering a supportive environment that positively impacts all students.

Person Responsible: Andrew Kinlock (akinlock@asacharterschools.org)

By When: The plan will be implemented by the 2nd quarter of 2023, and continue into the next school year of 2024.

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).

Resources Supporting School Improvement:

Programs and Curriculum:

Math 180 Implementation:

The school has successfully implemented the Math 180 program, designed to make math more engaging and relatable. This program incorporates real-world examples and applications to enhance student understanding.

Differentiated Instruction Strategies:

Teachers have actively employed evidence-based differentiated instruction strategies tailored to the unique learning needs of identified ESSA subgroups. This ensures a more personalized approach to education.

Technology Integration:

Educational technology tools have been integrated into classrooms, providing interactive learning experiences. This fosters increased engagement and understanding among students.

Community Support Initiatives:

Family Engagement Workshops:

Regular workshops are conducted to engage families of identified subgroups. These sessions provide valuable resources and strategies to support learning at home, fostering a collaborative home-school partnership.

Community Partnerships:

Collaborative efforts with community organizations provide additional resources and support for school improvement initiatives. Partnerships have been established to enhance after-school programs and provide supplemental resources.

Grant and Fund Utilization:

Title I Funds:

Title I funds have been utilized to provide additional support for students eligible for Free/Reduced Lunch programs. This includes targeted interventions, tutoring sessions, and resources to address learning gaps.

Professional Development Grants:

Grants have been secured to facilitate ongoing professional development opportunities for teachers. This ensures that educators stay abreast of the latest instructional strategies and can implement evidence-based practices in the classroom.

Technology Grants:

Grants have been obtained to acquire and integrate state-of-the-art educational technology. This supports a modern and interactive learning environment, benefiting all students.

Student Success Initiatives:

Individualized Learning Plans (ILPs):

ILPs have been created for Students with Disabilities and English Language Learners. These plans incorporate specialized instruction, language support, and additional resources to enhance math outcomes.

Targeted Interventions:

The school has established targeted interventions for identified subgroups, providing additional support such as tutoring and individualized learning plans to help students catch up and perform at the expected level.

Formative Assessments:

Regular formative assessments are conducted to monitor ongoing learning and address specific needs within subgroups. This data-driven approach ensures timely interventions to support student success.

Conclusion:

These actions are concrete representations of the school's commitment to student success. By strategically utilizing resources, implementing evidence-based programs, and fostering community collaboration, the school aims to accelerate student learning and address the unique needs of identified subgroups and the general schoolwide population. The grants and funds secured are actively contributing to the improvement of educational outcomes and the overall success of the school community.

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.

Plan and Protocol:

School Website: <https://www.asacharterschools.org/>

The SIP will be made publicly available on the school's official website. The website will include a dedicated section for school improvement where the SIP can be accessed. The URL for the school's website is <https://www.asacharterschools.org>

Parent and Family Engagement Meetings:

Regular meetings will be conducted with parents and families to discuss the SIP. These meetings will be held in a language and format that parents can understand. Translations and interpreters will be available for non-English-speaking parents.

Open Houses and Back-to-School Events:

During open houses and back-to-school events, the school will distribute printed copies of the SIP to parents and families. These documents will be available in languages that parents can understand.

School Newsletters:

Updates and summaries of SIP progress will be included in school newsletters. These newsletters will be sent electronically and in print, with translations available for non-English-speaking families.

Staff Meetings:

School staff, including teachers and support personnel, will be informed about the SIP during staff meetings. They will have access to the full SIP document and updates.

Student Assemblies:

Student assemblies or classroom discussions will be conducted to inform students about the SIP goals and activities, ensuring they are aware of the school's improvement efforts.

Local Businesses and Organizations:

Local businesses and community organizations will be informed about the SIP and invited to participate in school improvement initiatives. They will receive information through community meetings, email communications, and printed materials.

Community Events:

The school will participate in community events and fairs to share information about the SIP with the broader community.

School Social Media:

SIP updates and relevant information will be shared on the school's social media channels to reach a wider audience.

Accessible Documents:

All written materials, including the SIP and progress reports, will be provided in formats that are accessible to individuals with disabilities, in compliance with applicable regulations.

Feedback Mechanisms:

Feedback channels, such as surveys and suggestion boxes, will be established to gather input from stakeholders and make adjustments to the SIP as needed.

Publicly Available SIP:

The SIP is publicly available on the school's official website at <https://www.asacharterschools.org>. This website will provide access to the full SIP document, summaries, and progress updates, ensuring that stakeholders can easily access information about the school's improvement efforts.

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))

Building Positive Relationships with Parents, Families, and Community Stakeholders:

To fulfill the school's mission, support the needs of students, and keep parents informed of their child's progress, the school will implement a comprehensive Family Engagement Plan. This plan is designed to establish and maintain positive relationships with parents, families, and other community stakeholders. Key strategies include:

Family Engagement Coordinator: The school will designate a Family Engagement Coordinator responsible for facilitating and strengthening relationships with parents and families. The coordinator will serve as a point of contact for family inquiries and concerns.

Open and Frequent Communication: The school will maintain open and frequent communication with parents through a variety of channels, including newsletters, emails, phone calls, and the school's website. Communication will be provided in languages that parents can understand.

Parent-Teacher Conferences: Regular parent-teacher conferences will be scheduled to provide opportunities for in-depth discussions about student progress and individualized support.

Home-School Compact: The school will develop and distribute a Home-School Compact that outlines the shared responsibilities of parents, students, and school staff in supporting student success.

Parent Advisory Committees: The school will establish Parent Advisory Committees to involve parents in decision-making processes, including the development and review of the School Improvement Plan.

Community Partnerships: Collaborative efforts with local businesses and community organizations will be fostered to provide additional resources and opportunities for students and families.

Access to Student Data: Parents will have secure access to an online portal where they can track their child's academic progress, attendance, and other relevant data.

Feedback Mechanisms: The school will establish feedback mechanisms, such as surveys and suggestion boxes, to gather input from parents and families and to continuously improve family engagement efforts.

Publicly Available Family Engagement Plan:

The school's Family Engagement Plan is publicly available on the school's official website at <https://www.asacharterschools.org>. This webpage provides access to the full plan document, which details strategies for building positive relationships with parents, families, and community stakeholders, as well as for keeping parents informed of their child's progress. It also serves as a resource for parents and families to understand how they can actively engage with the school.

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)

Strengthening the Academic Program, Increasing Learning Time, and Providing an Enriched and Accelerated Curriculum to Address the Achievement Gap:

The school is committed to addressing the achievement gap by strengthening the academic program and increasing the amount and quality of learning time. Here's how these strategies will be implemented:

Differentiated Instruction: To address the achievement gap, the school will implement differentiated

instruction in core subjects. This approach will cater to students' diverse learning needs and skill levels. Teachers will receive professional development to effectively differentiate their instruction.

Extended Learning Opportunities: The school will provide additional learning opportunities beyond regular class hours. These may include before-school and after-school programs, tutoring sessions, and summer school. These programs will target students who need extra support to catch up and excel.

Enriched and Accelerated Curriculum: The school is dedicated to providing an enriched and accelerated curriculum as part of its strategy to address the achievement gap. This curriculum includes opportunities in Career Technical Education (CTE) courses, designed to equip students with practical skills and knowledge to excel in their chosen career paths. CTE courses will be available to students who are ready for more challenging and career-focused material.

Data-Driven Decision-Making: The school will implement a robust data-driven approach to monitor student progress and assess the effectiveness of interventions. Regular assessments will be conducted to identify students who require additional support and to inform instructional practices.

Teacher Professional Development: Teachers will receive ongoing professional development to equip them with the knowledge and skills necessary to effectively address the achievement gap. This includes training on best practices in supporting struggling students and promoting academic growth.

Family Engagement: Parents and families will be actively engaged in addressing the achievement gap. The school will provide resources, workshops, and strategies for parents to support their children's learning at home. Regular communication with parents about student progress will be a priority.

Technology Integration: The school will integrate technology into the academic program to enhance learning experiences. This includes providing access to digital resources and online learning platforms that can support personalized learning and remediation.

Collaboration with Community Partners: Collaborative efforts with local businesses and community organizations will provide students with real-world learning experiences, mentorship, and career exploration. These partnerships can help students see the relevance of their education to future career opportunities.

Enrichment Activities: Enrichment activities, including clubs, competitions, and field trips, will be provided to all students to foster a love of learning and exploration of various areas of interest. These activities can help students discover and develop their talents.

Area of Focus (Reducing the Achievement Gap): All the strategies mentioned above will be integrated into the school's overall improvement plan with a specific focus on reducing the achievement gap. This includes allocating resources and support where they are needed most and ensuring that all students, especially those who are falling behind, have access to enriched and accelerated curriculum options.

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))

The development of this plan is achieved through coordination and integration with various Federal, State, and local services, resources, and programs to provide a holistic approach to student success. Key aspects of this coordination include:

ESSA Programs: The plan is closely aligned with and supported by various programs under the Every Student Succeeds Act (ESSA). These include Title I, which provides funding for disadvantaged students; Title II, which supports teacher and leader development; and Title III, focused on English language learners. Collaboration with these ESSA programs ensures that resources are maximized to benefit students.

Violence Prevention Programs: The school collaborates with violence prevention programs to create a safe and supportive learning environment. This includes strategies to prevent bullying, harassment, and other safety-related issues, contributing to an atmosphere conducive to learning.

Nutrition Programs: Access to proper nutrition is vital for student well-being and academic performance. The school partners with nutrition programs to ensure that students have access to healthy meals and snacks, especially for those who may face food insecurity.

Housing Programs: The school works in coordination with housing programs to address issues related to housing stability and homelessness among students. Stable housing is a critical factor in ensuring consistent attendance and student well-being.

Career and Technical Education (CTE) Programs: The plan integrates with CTE programs, providing students with opportunities to explore career paths and gain valuable skills that enhance their employability and future success.

Schools Implementing CSI Activities: Collaboration with schools implementing Comprehensive Support and Improvement (CSI) activities under section 1111(d) of ESSA provides opportunities for sharing best practices and resources. This collective effort enhances the educational landscape for all students.

The school recognizes the interconnectedness of these services, resources, and programs in promoting student success. By coordinating efforts and integrating services, the school aims to provide a comprehensive support system that addresses not only academic needs but also the overall well-being of students and their families. This collaborative approach aligns with the goal of ESSA to ensure all students receive a high-quality education and the support necessary to thrive.

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 addition to the academic strategies outlined in the Schoolwide Program Plan, our school recognizes the critical importance of addressing students' non-academic needs to foster holistic development. To ensure the well-being of our students and to improve their skills outside academic subject areas, we incorporate the following comprehensive student support services:

Counseling Services: Licensed counselors are available to provide emotional and social support to students. They offer guidance on personal and interpersonal issues, stress management, and mental health concerns. Counseling services also include career and college counseling to help students plan for their future.

School-Based Mental Health Services: To address mental health needs, our school collaborates with local mental health professionals who provide on-site services. This includes individual and group therapy sessions, crisis intervention, and psycho-educational programs to enhance mental health

awareness.

Specialized Support Services: We offer specialized support services for students with unique needs, including those with disabilities, English language learners, and students at risk of academic or behavioral challenges. These services encompass Individualized Education Programs (IEPs), English as a Second Language (ESL) support, and interventions tailored to students' individual needs.

Mentoring Services: Our mentoring program pairs students with caring and responsible adults from the community. Mentors provide guidance, support, and encouragement to help students build life skills, develop character, and set positive goals.

Conflict Resolution and Peer Mediation: Students are taught conflict resolution skills and peer mediation techniques. These programs empower students to manage conflicts peacefully, enhancing their social and emotional intelligence.

College and Career Readiness Workshops: We conduct workshops and seminars to prepare students for post-secondary education and future careers. Topics covered include college applications, financial aid, resume building, and interview skills.

Community Resource Coordination: Our school serves as a hub for connecting students and families to community resources such as food assistance, housing support, healthcare services, and more. We actively collaborate with local agencies to ensure families have access to the support they need.

Character Education: Character education programs and initiatives are integrated into the school culture to promote values such as respect, responsibility, and empathy. These programs help students develop essential life skills beyond academic knowledge.

Restorative Practices: Our school emphasizes restorative practices to address conflicts and behavioral issues. These approaches focus on repairing harm, fostering empathy, and building positive relationships within the school community.

Parent and Family Engagement: We encourage parents and families to actively participate in their child's education and well-being. Workshops, meetings, and resources are provided to support parents in addressing their child's non-academic needs.

The school is committed to fostering a supportive and nurturing environment where students can develop essential life skills, social-emotional competencies, and overall well-being. By offering these comprehensive student support services, we aim to address the diverse needs of our students and ensure their success not only academically but also in their personal and social growth.

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))

Preparation for Postsecondary Opportunities and the Workforce:

Our school is dedicated to preparing students for postsecondary opportunities and the workforce. We recognize the importance of offering a well-rounded education that not only focuses on academic achievement but also provides students with the skills, knowledge, and awareness to make informed decisions about their future. Key elements of our approach include:

Career and Technical Education (CTE) Programs: We offer a wide range of CTE programs that allow

students to explore various career paths and gain practical skills. These programs include courses in fields such as healthcare, technology, construction, and more. By participating in CTE programs, students can gain a competitive edge in the job market and develop industry-specific skills.

Career Exploration and Guidance: We offer comprehensive career counseling and guidance to help students identify their interests, strengths, and career goals. This includes career assessments, resume building, interview preparation, and internship opportunities.

Guest Speakers and Industry Connections: We regularly invite guest speakers from various industries to share their experiences and insights with students. These interactions provide students with real-world perspectives on different careers and help them build professional networks.

College and Career Fairs: We host college and career fairs, where students can interact with representatives from colleges, universities, and businesses. These events expose students to a wide range of postsecondary options and career pathways.

College Application Support: We offer support for students navigating the college application process. This includes assistance with filling out applications, writing essays, and preparing for college entrance exams.

Workforce Development Partnerships: Our school collaborates with local businesses and workforce development organizations to provide students with opportunities for internships, job shadowing, and apprenticeships.

Parent and Family Engagement: We actively involve parents and families in discussions about postsecondary opportunities. Workshops and resources are provided to guide parents in supporting their child's journey toward higher education and a successful career.

Comprehensive Graduation Plans: Individualized graduation plans are developed for students, taking into account their postsecondary goals. These plans include course selection, extracurricular activities, and other experiences that align with students' aspirations.

By emphasizing these strategies, our school ensures that students are well-prepared for the transition to postsecondary education and the workforce. We aim to broaden students' access to coursework that provides valuable postsecondary credits and offers a well-informed perspective on future career options.

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).

Implementation of Schoolwide Tiered Model for Behavior and Early Intervening Services:

Our school has established a comprehensive schoolwide tiered model to prevent and address problem behavior and provide early intervening services. This model is closely coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (IDEA) to ensure a seamless and supportive approach to students' behavioral and educational needs. Here's how this is implemented:

Tiered Model for Behavior:

Universal Supports (Tier 1): Our school begins with universal supports for all students. These include school-wide positive behavior interventions and supports (PBIS), a proactive and preventive framework.

Strategies include clear behavior expectations, consistent reinforcement of positive behavior, and social-emotional learning (SEL) programs integrated into the curriculum.

Targeted Supports (Tier 2): Students who require additional support receive targeted interventions. These interventions are designed to address specific behavior challenges. Students may participate in small-group social skills training, counseling, or mentoring programs to build resilience and address behavioral issues.

Intensive Supports (Tier 3): For a small number of students with more severe or persistent behavior challenges, intensive supports are provided. These may include individualized behavior plans, one-on-one counseling, or referrals to specialized services, as appropriate.

Early Intervening Services (EIS):

Identification and Assessment: Our school actively identifies students who may benefit from EIS. This includes students who exhibit behavior problems or are at risk of falling behind academically.

Evidence-Based Interventions: Based on individual needs, evidence-based interventions are selected to address behavior and learning challenges. These may include specialized behavior management programs, social skills training, and academic support.

Data-Driven Decision-Making: The effectiveness of EIS is continuously monitored through data collection and analysis. Progress is regularly reviewed to adjust interventions as needed.

Collaboration with IDEA Services: Our school collaborates with IDEA services to ensure that students with disabilities receive the support they need. This includes the development and implementation of Individualized Education Plans (IEPs) and the alignment of behavior intervention strategies with the IEP goals.

Parent and Family Involvement: Parents and families are integral to the success of our tiered model and EIS. They are actively engaged in the process and are partners in developing and monitoring intervention plans.

Professional Development: Faculty and staff receive ongoing professional development to effectively implement the tiered model and EIS. This training includes behavior management strategies, early intervention techniques, and the integration of social-emotional learning into the curriculum.

By implementing this tiered model and offering early intervening services, our school ensures that students' behavioral and educational needs are addressed proactively and effectively. This approach aligns with the Individuals with Disabilities Education Act and the Every Student Succeeds Act, promoting a supportive and inclusive learning environment for all students.

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))

Our school is committed to the continuous improvement of instruction, the effective use of academic assessment data, and the recruitment and retention of effective teachers, particularly in high-need subjects. To achieve these goals, we have implemented a range of professional learning activities and initiatives for teachers, paraprofessionals, and other school personnel:

Instructional Improvement:

Professional Development Workshops: Our school provides regular professional development workshops to enhance teaching strategies, curriculum development, and classroom management. These workshops are designed to address the evolving needs of educators and align with the latest research in pedagogy.

Peer Observation and Feedback: Teachers engage in peer observation and feedback, allowing them to learn from each other and share effective practices. This collaborative approach helps foster a culture of continuous improvement.

Curriculum Alignment: Teachers participate in curriculum alignment initiatives to ensure that instructional materials are closely aligned with state standards. This process ensures that classroom instruction is effective and supports student success.

Differentiated Instruction Training: Our faculty receives training in differentiated instruction to cater to the diverse needs of students. This approach allows teachers to adapt their teaching to individual learning styles.

Data Usage and Assessment:

Data Analysis Workshops: Teachers and staff participate in workshops on data analysis to effectively use academic assessment data. These workshops focus on interpreting data, identifying trends, and making data-informed instructional decisions.

Formative Assessment Practices: Our school promotes the use of formative assessment techniques to monitor student progress and adjust instruction accordingly. Teachers learn how to use ongoing assessments to address student needs in real-time.

Data Teams: Data teams are established to facilitate collaborative analysis and discussion of student performance data. These teams create action plans to improve instruction based on data trends.

Technology Integration: We provide training on data management tools and educational technology that allow teachers to access and utilize data to inform their instructional practices.

Teacher Recruitment and Retention:

Recruitment Efforts: To attract effective teachers, our school engages in proactive recruitment efforts, reaching out to universities, job fairs, and educational organizations to identify potential teaching candidates.

Mentorship Programs: Mentorship programs are in place to support new teachers in their early years of teaching. Experienced educators provide guidance and support to help retain talented teachers.

Professional Development Opportunities: Teachers are offered opportunities for professional growth, including advanced degree programs, certifications, and leadership pathways within the school.

High-Need Subject Recruitment: Our school offers incentives and professional development opportunities for teachers in high-need subjects, such as science, math, and special education, to attract and retain talented educators in these critical areas.

Teacher Recognition and Support: Our school recognizes and celebrates the contributions of effective teachers, offering incentives and awards to promote retention.

By implementing these professional learning and activities, our school aims to enhance instruction, foster

data-driven decision-making, and ensure the recruitment and retention of effective teachers, particularly in high-need subjects. This approach aligns with the goals of the Every Student Succeeds Act to provide students with a high-quality education and support teacher excellence.

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))

N/A