Broward County Public Schools

Eagles Nest Charter Academy School

2023-24
Schoolwide Improvement Plan (SIP)

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Eagles Nest Charter Academy

3698 NW 15TH ST, Lauderhill, FL 33311

www.eaglesnestschools.org

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 Eagles' Nest Charter Academy is to prepare students using a college prepatory curriculum for the best colleges and world beyond.

Provide the school's vision statement.

The vision of Eagles' Nest Charter Academy is to engage and empower our students, families and community.

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
Green, Albert	Principal	The principal is responsible for the implementation and monitoring of the School Improvement Plan. The principal will solicit input from all stakeholders and utilize stakeholder input in addition to schoolwide data to create goals and action steps needed for academic remediation to improve student achievement in all identified subgroups. The principal will also support teachers by providing professional development and monitoring of the implementation of instructional strategies to increase student achievement of the students in the identified subgroups.

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.

School leaders and teachers meet to conduct data chats regarding student data after each progress monitoring period. In addition, the school leadership meets with teachers during preplanning week to review the PM3 data from the previous school year. This includes overall proficiency levels, learning gains, and subgroup data. The teachers and school leadership analyze the data by subject areas to look for the students strengths and weaknesses. The school also compares the overall performance of students as compared to the overall data from the previous school year and compared with the district and state averages. Based on this data, students are placed in appropriate instructional groups. The school also carefully reviewed data in specific categories such as attendance and behavior to identify non academic areas of concern. They analyzed the data to identify patterns and trends and used this information to develop an intervention plan that would address the identified issues. The plan will include strategies to improve student learning outcomes, boost engagement, and promote positive behavior.

To ensure that the plan is comprehensive and effective, feedback from all stakeholders including parents and staff will be taken into account. The school will host a parent meeting and invite teachers, students and community members to review the school-wide data with specific emphasis on the subgroups who are not making adequate progress. The data will be shared out at the parent meeting. This will allow for all stakeholders to actively see the data and be able to make informed decisions based on the results. All stakeholders will be invited to share their input on strategies for implementation that can improve student achievement. For parents this will also include strategies that an be implemented at home as well as resources that are needed to help student. For example, if transportation is a barrier to students arriving to school on time, through this information session, the school can gather data and implement interventions to improve student outcomes.

The school will also solicit input from the community. Through this input the school can integrate community resources offered that can also be implemented to support students. This includes initiatives from the local libraries, businesses and city commission.

Lastly, the school will utilize the input from students. Student input is essential to determining the source of academic gaps as well as ways to improve student achievement. The school will meet with each student to discuss their academic performance and to create academic goals. Behavior action plans will also be created for each student who had behavioral deficiencies or attendance concerns. The input from all stakeholders will be incorporated into the School Improvement Plan to ensure that the strategies developed are tailored to the specific needs of the school community.

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

The SIP will be regularly monitored by analyzing students data after each progress monitoring period (mid-year and end of year). The school administration will review the overall achievement level as well as the data for the targeted subgroups to determine student progress towards designed goals. This process of analyzing data will not be done in isolation. The leadership team will meet with teachers, students as well as the parent when reviewing the data.

In addition to reviewing academic data, the school administration will also analyze attendance and behavior data. This will ensure that lack of improvement is not due to truancy or behavioral concerns.

Once the data has been reviewed, the leadership team will determine if the plan will need to be revised. If students are making adequate progress towards designated goals then the plan will remain as designed. However, if students are not making progress, the administration will review the implementation of the instructional interventions to ensure teachers are providing rigorous standard-based instructional strategies as designed. The leadership team will provide instructional support to the teachers on implementing instructional strategies with fidelity.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12

Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
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	0	6	6	3	5	6	4	5	4	39
One or more suspensions	0	0	1	3	2	2	5	6	3	22
Course failure in English Language Arts (ELA)	0	0	5	0	0	0	0	0	0	5
Course failure in Math	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide ELA assessment	5	8	13	16	16	12	18	10	10	108
Level 1 on statewide Math assessment	1	10	5	16	23	15	25	12	17	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	12	9	0	0	0	22

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	5	8	13	16	16	12	18	10	10	108

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	7	3	3	5	9	8	6	45
Students retained two or more times	0	0	0	0	0	1	1	1	0	3

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	6	6	3	5	6	4	5	4	39
One or more suspensions	0	0	1	3	2	2	5	6	3	22
Course failure in English Language Arts (ELA)	0	0	5	0	0	0	0	0	0	5
Course failure in Math	0	0	0	2	0	0	0	0	0	2
Level 1 on statewide FSA ELA assessment	5	8	13	16	16	12	18	10	10	108
Level 1 on statewide FSA Math assessment	1	10	5	16	23	15	25	12	17	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	12	9	0	0	0	22

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	1	0	0	3	3	7

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	7	3	3	5	9	8	6	45
Students retained two or more times	0	0	0	0	0	1	1	1	0	3

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*	42	55	53	39	57	55	36		
ELA Learning Gains				46			44		
ELA Lowest 25th Percentile				45			41		
Math Achievement*	26	52	55	32	47	42	22		
Math Learning Gains				60			16		
Math Lowest 25th Percentile				59			20		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	15	50	52	20	52	54	22		
Social Studies Achievement*	48	68	68	32	64	59	31		
Middle School Acceleration	18	72	70		57	51	24		
Graduation Rate		68	74		50	50			
College and Career Acceleration		54	53		66	70			
ELP Progress	41	53	55	43	75	70	56		

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)	TSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	240
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	9
Percent Tested	99
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	9	Yes	4	4
ELL	32	Yes	2	
AMI				
ASN				
BLK	35	Yes	1	
HSP				
MUL				
PAC				
WHT				
FRL	34	Yes	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	25	Yes	3	3
ELL	37	Yes	1	
AMI				
ASN				
BLK	42			
HSP				
MUL				
PAC				
WHT				
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	42			26			15	48	18			41
SWD	19			8			0				3	
ELL	39			32			18	30			5	41
AMI												
ASN												
BLK	40			25			16	50	18		7	45
HSP												
MUL												
PAC												
WHT												
FRL	42			26			15	48	18		7	41

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	39	46	45	32	60	59	20	32				43
SWD	17	37		9	37							
ELL	34	51	20	27	65		17					43
AMI												
ASN												
BLK	38	45	45	31	61	61	20	32				43
HSP												
MUL												
PAC												
WHT												
FRL	39	46	45	32	60	59	20	32				43

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	36	44	41	22	16	20	22	31	24			56
SWD	5	21		0	8							
ELL	43	51		30	24		21					56

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	36	43	40	21	15	21	20	31	24			50
HSP												
MUL												
PAC												
WHT												
FRL	36	44	41	22	16	20	22	31	24			56

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	26%	56%	-30%	54%	-28%
07	2023 - Spring	41%	49%	-8%	47%	-6%
08	2023 - Spring	27%	49%	-22%	47%	-20%
04	2023 - Spring	15%	61%	-46%	58%	-43%
06	2023 - Spring	39%	50%	-11%	47%	-8%
03	2023 - Spring	44%	53%	-9%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	23%	54%	-31%	54%	-31%
07	2023 - Spring	29%	51%	-22%	48%	-19%
03	2023 - Spring	28%	62%	-34%	59%	-31%
04	2023 - Spring	20%	65%	-45%	61%	-41%
08	2023 - Spring	3%	46%	-43%	55%	-52%
05	2023 - Spring	22%	58%	-36%	55%	-33%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	14%	38%	-24%	44%	-30%
05	2023 - Spring	15%	46%	-31%	51%	-36%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	48%	-18%	50%	-20%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	66%	-20%

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.

According to the available data, the subgroups that recorded the lowest performance during the 2021-2022 school year were SWD (students with disabilities) and ELL (English Language Learners). The scores obtained by these groups of students were lower than those of other subgroups. It is worth noting that the performance of students in these subgroups was consistently lower across multiple subjects, indicating that they may require additional support and resources to improve their academic performance.

Students with disabilities:

The data provided shows the performance of two specific groups of students - those with disabilities and English Language Learners. When it comes to English Language Arts, only 17% of students with disabilities are proficient in this subject, while 37% have made learning gains.

Similarly, in Math, only 9% of students with disabilities are proficient while 37% have made learning gains. On the other hand, for English Language Learners, 34% are proficient in English Language Arts, while 51% have made learning gains.

In Math, 27% of English Language Learners are proficient while 65% have made learning gains. These statistics highlight the need for targeted efforts to support these groups of students and ensure they receive the resources necessary to succeed academically.

In the last two school years, the school has experienced a high rate of turnover in instructional staff as well as leadership positions. This has caused a lack of stability and continuity in the school's operations. The inconsistency in instructional staff and leadership has resulted in the inability to effectively implement a robust instructional program that addresses the unique needs of all students. As a consequence, the school has not been able to provide a comprehensive and consistent learning experience for its students.

During the 2021-2022 academic year, an analysis of the teachers employed by Eagles' Nest Charter Academy revealed that 82.4% of them were classified as inexperienced. This percentage is significantly higher than the district average of 33% and the state average of 30.9%. Specifically, the data shows that the school had 49.4% more inexperienced teachers than the average district school.

Inexperienced teachers can have a significant impact on the quality of instruction and overall student achievement. This is because novice teachers tend to lack the pedagogical skills and expertise necessary to effectively engage students and deliver high-quality instruction. As a result, students may struggle to comprehend the material, perform poorly on assessments, and ultimately fall behind their peers.

Therefore, it is crucial for schools to have a balance of experienced and novice teachers to ensure that students receive the best possible education. By providing professional development opportunities and mentorship programs for new teachers, schools can help them develop the skills and knowledge they need to succeed in the classroom.

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

After a thorough analysis, the school believes that the decrease in student performance was due to an increase in the number of inexperienced teachers on staff. Additionally, the school administration may have contributed to this trend. The report reveals that during the 2020-2021 and 2021-2022 school years, the ELL (English Language Learners) subgroup struggled with a significant decrease in proficiency in both English Language Arts (ELA) and Math. The small number of students in the ELL subgroup made it difficult to calculate the achievement level for students in the lowest 25%, resulting in their proficiency not being calculated for either subgroup.

During the period from 2020 to 2022, there was a significant decline in the proficiency levels of ELL students in both ELA and Math subjects. In the ELA subject, the proficiency level for ELL students dropped from 43% to 34%, which is a decline of 9%. Similarly, in Math, the proficiency level for ELL students decreased by 3%, going from 30% to 27%. This decline in proficiency levels indicates the need for focused attention and support for ELL students to ensure their academic success.

During the same period, the performance of the subgroup of Students with Disabilities (SWD) remained consistent. However, their overall achievement levels in both English Language Arts (ELA) and Mathematics were significantly lower than the 42% threshold for student achievement. This implies that the academic outcomes of students with disabilities need improvement and they might require additional support in order to meet the required standards. It is crucial to understand that students with disabilities face unique challenges that may require individualized attention and tailored support. Therefore, it is important to provide them with the necessary resources and assistance to ensure that they can reach their full potential.

After conducting an in-depth investigation, including analyzing academic records and interviewing teachers and school officials, it has been determined that the decrease in students' academic

performance can be attributed to the employment of a considerable number of novice teachers within the institution. These teachers, who have less than two years of teaching experience, lack the necessary skills and knowledge to effectively engage students and deliver high-quality instruction. They struggle with classroom management, lesson planning, and adapting to students' individual learning needs, leading to a decline in academic achievement across all grade levels.

Furthermore, it is plausible that the school administration's actions might have amplified this tendency. The administration has implemented a policy of hiring inexperienced teachers to cut costs and increase the teacher-to-student ratio, despite knowing the potential negative impact on students' academic outcomes. The administration has also failed to provide adequate support and professional development opportunities for novice teachers, leaving them to navigate the complexities of teaching on their own.

Overall, the combination of inexperienced teachers and inadequate support from the school administration has contributed to a decline in academic performance among students in the institution.

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.

Through a thorough analysis of the data, it has been found that the Math component of the institution had a significant deviation from the state average. Specifically, the deviation percentages were 31% for third grade, 41% for fourth grade, 33% for fifth grade, 31% for sixth grade, 19% for seventh grade, and 52% for eighth grade. This indicates that there is a pressing need for improvement in Mathematics education within the school.

After conducting an extensive inquiry, which included scrutinizing academic records, conducting interviews with teachers and school officials, and observing classroom activities, it has been established that the decrease in students' academic performance can be attributed to the employment of a significant number of inexperienced teachers within the school. These teachers, who have less than two years of teaching experience, lack the necessary skills and knowledge to engage students effectively and provide high-quality instruction. They struggle with classroom management, lesson planning, and adapting to students' individual learning needs, leading to a decline in academic achievement across all grade levels.

Furthermore, it is reasonable to assume that the school administration's actions might have exacerbated this tendency. The administration implemented a cost-cutting measure by hiring inexperienced teachers, which increased the teacher-to-student ratio, despite the potential negative impact on students' academic outcomes. The administration has also failed to provide adequate support and professional development opportunities for novice teachers, leaving them to navigate the complexities of teaching on their own.

Ultimately, this combination of inexperienced teachers and inadequate support from the school administration has contributed to a decline in academic performance among students in the institution. It is vital that the administration takes immediate action to address this issue, which could include investing in the professional development of teachers, hiring more experienced educators, and reducing the teacher-to-student ratio. By doing so, the institution can provide the best possible education for its students and equip them with the skills and knowledge to succeed in their academic and professional pursuits.

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

The component where we showed the most improvement was Reading. We recognize that some students may struggle with reading, and we were committed to providing them with the support they

need to overcome these challenges. To this end, we offer a range of specialized reading intervention programs that are designed to improve reading skills and promote literacy.

Our reading intervention programs are tailored to meet the unique needs of each student. We offer after-school tutoring, small group instruction, and computer-based programs that help students develop decoding and word recognition abilities. We understand that phonics and phonemic awareness skills are foundational to reading, and we place a greater emphasis on teaching these skills to support students in their reading journey.

To ensure that our students get the best possible support, we use diagnostic assessments like iReady to identify specific areas where they are struggling. This allows our teachers to provide targeted instruction and support that is tailored to each student's individual needs. We also use the data to monitor students' progress in reading, which helps our teachers adjust their strategies and interventions as needed.

We believe that effective literacy instruction is essential for student success, and we are committed to providing our teachers with the support they need to be effective reading instructors. We offer professional development opportunities that focus on best practices in teaching reading, the use of effective instructional materials, and methods for identifying and supporting struggling readers.

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

After conducting a thorough analysis of the data collected in Part 1, it has become explicitly clear that both student absenteeism and tardiness are significant issues that require immediate attention. These issues have a detrimental impact on the learning outcomes and academic success of students, which cannot be underestimated. Frequent absenteeism and tardiness can cause students to miss out on valuable instructional time, leading to significant gaps in their knowledge and understanding of the material being taught. Consequently, this can impact their test performance and hinder their overall academic success.

Chronic absenteeism and tardiness can also lead to disengagement from the learning process, resulting in a lack of motivation, focus, and effort from students. This lack of engagement can ultimately impact their test performance and contribute to their decreased academic success. Students who are persistently absent or tardy miss out on the opportunity to receive additional help or clarification from their teachers, which can further exacerbate their learning gaps and hinder their academic progress.

Various factors, such as transportation issues, family responsibilities, health concerns, and socio-economic challenges, have been identified as reasons for students' tardiness or absenteeism. These factors can significantly impact students' academic success and contribute to the negative consequences of absenteeism and tardiness on their learning. Therefore, it is essential to address these factors and provide tailored support to students to ensure that they have access to the resources they need to succeed academically.

In conclusion, the negative impact of absenteeism and tardiness on students' learning and academic success cannot be ignored. It is crucial to develop effective strategies and interventions to address these issues and provide comprehensive support to students to ensure that they are successful in their academic pursuits. By addressing these issues head-on, we can create a positive learning environment that promotes student success and achievement.

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

Our educational institution is dedicated to helping our students achieve their full potential. We focus not only on increasing test scores, graduation rates, and overall academic performance, but also on promoting Social and Emotional Learning (SEL) programs that address emotional intelligence, resilience,

and interpersonal skills. Our approach is designed to create a supportive school culture that prioritizes the well-being of our students.

We are committed to equity and inclusion and strive to ensure that every student receives high-quality education, regardless of their race, ethnicity, socio-economic status, or other factors. We believe that every student deserves an equal opportunity to succeed, and we work hard to eliminate disparities in achievement and create a welcoming, supportive environment for everyone.

To achieve our goals, we invest in our teachers through professional development, enhancing their instructional strategies and overall teaching quality. We believe that well-trained, highly effective teachers are essential for the future success of our students. We also foster collaboration and support by engaging local professionals, businesses, and community leaders. By building strong relationships with parents and the local community, we ensure that our students receive the best possible education.

Our ultimate goal is to prepare our students for success beyond school. We believe that by focusing on both academic achievement and social-emotional learning, we are providing our students with the skills and knowledge they need to succeed in life. At our institution, we are committed to empowering our students and helping them to achieve their full potential.

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

#1. Instructional Practice specifically relating to ELA

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.

Vocabulary was identified as a critical need based on the following data:
72% of kindergarten scored below grade level on the 22-23 iReady AP1 diagnostic and 33% were below on the 22-23 iReady AP3 diagnostic.
83% of 1st grade scored below grade level on the iReady AP1 diagnostic and 75% were below on the iReady AP3 diagnostic.
75% of 2nd grade scored below grade level on the iReady AP1 diagnostic and 51% were below on the iReady AP3 diagnostic.
91% of 3rd grade scored below grade level on the iReady AP1 diagnostic and 39% were below on the iReady AP3 diagnostic.
83% of 4th grade scored below grade level on the iReady AP1 diagnostic and 73% were below on the iReady AP3 diagnostic.
80% of 5th grade scored below grade level on the iReady AP1 diagnostic and 56% were below on the iReady AP3 diagnostic.
As a result, compared to the other reading components, Vocabulary had the highest number of students scoring below grade level on the 22-23 AP3 and the 22-23 AP1 iReady Diagnostic.

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

By December 2023, the percentage of students in kindergarten scoring below grade level (81%) as measured by the iReady Diagnostic will decrease by 5%.
By December 2023, the percentage of students in 1st grade scoring below grade level (90%) as measured by the iReady Diagnostic will decrease by 5%.
By December 2023, the percentage of students in 2nd grade scoring below grade level (83%) as measured by the iReady Diagnostic will decrease by 5%.
By December 2023, the percentage of students in 3rd grade scoring below grade level (81%) as measured by the iReady Diagnostic will decrease by 5%.
By December 2023, the percentage of students in 4th grade scoring below grade level (81%) as measured by the iReady Diagnostic will decrease by 5%.
By December 2023, the percentage of students in 5th grade scoring below grade level (65%) as measured by the iReady Diagnostic will decrease by 5%.

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

The principal and teachers are monitoring student growth through I-Ready progress monitoring as well as teacher observations based on lessons. The principal reviews monthly data from i-Ready standard based test and has data discussions with teachers during PLCs. Teachers are keeping folders for each student and are charting progress weekly. Teachers also have data chats with students and record date of conference along with goals for the next two weeks.

Person responsible for monitoring outcome:

Albert Green (agreen@enccs.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.)

Morphemic Analysis Routines help students develop strategies for approaching unfamiliar vocabulary by teaching morphemes (prefixes, roots, and suffixes). Students are taught morphemic analysis routines to

help them engage in independent word study.

Frayer Models are graphic organizers that build vocabulary and conceptual knowledge across content areas. The strategy requires students (not the teacher) to define a vocabulary word and then list its characteristics, examples, and non-examples.

Cognates are words in different languages that are derived from the same original word or root, like family and familiar. ESE and ESOL students can guess at words and try to decipher text based on this existing knowledge.

SWD students will be provided with the following strategies to assist with vocabulary: Preview the text, even when using text that has pre-selected vocabulary words; Read the passage and identify vocabulary words they may find unfamiliar; and Select words that are key/important to understanding the text.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Vocabulary instruction must be explicit. This includes an easy-to-understand definition presented directly to students along with multiple examples and non-examples of the target word, brief discussion opportunities, and checks for understanding.

Vocabulary instruction must include multiple practice opportunities for using words within and across subjects. That is, instruction must be extended over time with opportunities for students to hear, speak, read, and write words in various contexts. Each subject has a unique set of vocabulary terms, and students need to know their meanings and how to use them in various contexts.

ESE and ESOL students will be included and integrated in all vocabulary activities by incorporating visual and auditory lessons from the iReady platform.

SWD students will be included and integrated in all vocabulary activities which will be supplemental to the ESE services prescribed by the student's IEP as a means of targeting IEP goals and gap skills.

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. Positive Culture and Environment specifically relating to Early Warning System

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.

Our school's Early Warning System has identified a considerable number of ESE and ESOL students who are suffering from Severe Chronic Absences. This means that they have missed more than 20% of school days. Chronic absenteeism and tardiness can lead to disengagement from the learning process. It is because students who are not present in the class regularly are unable to maintain focus, motivation, and effort. This disengagement can ultimately have an adverse impact on their test performance and hinder their academic success.

Moreover, our ESE and ESOL students with persistent absence or tardiness miss out on the opportunity to receive additional help or clarification from their teachers. This can further exacerbate their learning gaps and hinder their academic progress. Teachers play a vital role in bridging the learning gaps of students. They help them understand and clarify their doubts, which can significantly improve their academic performance.

By reducing the number of absences and tardiness, we can create a positive school culture that supports student success. It is essential to encourage parents and guardians to ensure their child's attendance in school and to help them understand the importance of regular attendance. A positive school culture can foster a learning environment that encourages students to stay engaged, motivated, and focused on their academic goals.

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

Encouraging regular attendance and punctuality in schools is critical for creating a positive school culture. It communicates that these values are essential and instills a sense of responsibility and discipline in both students and staff.

Schools that have low absenteeism and tardiness rates are seen as reliable and successful by parents, local communities, and potential partners. They are more likely to receive support, resources, and collaborations that can help them achieve their goals. When students attend school regularly and arrive on time, they have more opportunities to learn and interact with the material, resulting in better academic performance.

Frequent absences and late arrivals can have negative consequences for students and staff. Regularly missed school may lead to lower grades and reduced academic achievement. By promoting a culture that values attendance and punctuality, schools can enhance staff morale, improve student performance, and create a positive learning environment.

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

1. Develop a comprehensive attendance policy that outlines the expectations for students, parents, and staff regarding attendance and punctuality.

2. Use attendance software or dedicated attendance tracking software. This can make it easier to record and monitor absences and tardies. These systems can generate reports and send notifications to parents.

3. Implement a check-in/check-out system using technology such as electronic or sign-in sheets.

4. Encourage open communication between teachers and parents. Teachers can inform parents about attendance issues and discuss solutions when necessary.

5. Identify students with a pattern of absences or tardies and implement early intervention strategies. This might involve counseling, mentorship, or support services to address the underlying causes.

6. Consider implementing attendance incentives, such as awards or recognition for students with good attendance records. Positive reinforcement can motivate students to be on time and attend school regularly..

Person responsible for monitoring outcome:

Albert Green (agreen@enccs.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.)

To effectively implement an evidence-based intervention aimed at improving student attendance, we will begin by collecting comprehensive data on the number of absences and tardies for each student. By analyzing this data, we will be able to identify patterns and trends that will help us understand the underlying issues and root cause of the problem. Based on these insights, we will develop or refine school policies to ensure that they are clear, consistent, and effectively communicated to both students and parents. We will also establish well-defined consequences for absenteeism and tardiness that are easy for everyone to understand.

We'll schedule meetings with parents and students to improve attendance. We'll discuss concerns and emphasize the importance of consistent attendance. Together, we'll establish effective strategies for academic success.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Regular attendance and punctuality are crucial for academic success. Absenteeism and tardiness can significantly impact progress. Implementing targeted interventions can improve attendance rates and lead to higher achievement.

This intervention could include various measures such as tracking attendance data, identifying the root causes of absenteeism and tardiness, and providing targeted support to students who need it. For instance, schools could offer additional tutoring sessions to help students catch up with missed lessons, provide transportation assistance to help students get to school on time, or even organize parent-teacher conferences to discuss attendance issues.

Regular attendance and punctuality are crucial for students to build a solid academic foundation, develop vital social skills, and establish positive lifelong habits. So, creating a supportive and inclusive school environment that encourages and reinforces the value of regular attendance is essential.

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).

Allocating school improvement funding is a crucial process that requires a comprehensive and strategic approach to ensure that the school's needs are met effectively. The process begins with a thorough assessment of the school's current status, which involves analyzing academic performance, student demographics, and feedback from educators and stakeholders. This assessment is aimed at identifying areas that need improvement and determining the specific needs of the school.

Once the needs are identified, a budget is developed, which takes into account the available funding and the priorities outlined in the school improvement plan. The budget is developed to ensure that the resources are allocated based on the school's specific needs and that the priorities are aligned with the overall goals of the institution.

To ensure effective allocation of resources, we involve key stakeholders such as administrators, teachers, parents, and Board members in a collaborative decision-making process. This approach helps us gather diverse perspectives and insights into the unique needs of the school. We work collaboratively to ensure that every stakeholder's voice is heard and given equal consideration in the decision-making process.
We prioritize areas that will have the most significant impact on student learning and overall school improvement. This involves investing in professional development for teachers, updating educational technology, providing additional support staff, or implementing targeted intervention programs. We ensure that the resources are allocated effectively by establishing regular monitoring and evaluation mechanisms to assess the effectiveness of resource allocations and make adjustments as needed.

Additionally, we foster a culture of accountability and continuous improvement. We regularly revisit the improvement plan, assess the outcomes of resource allocations, and make data-driven decisions to refine our strategies. This cyclical process ensures that our school improvement funding is utilized efficiently and effectively to address the specific needs of the institution, ultimately contributing to enhanced educational outcomes for students.

In conclusion, the process of allocating school improvement funding is a comprehensive and strategic approach that involves a collaborative decision-making process among key stakeholders. The resources are allocated based on the needs of the school, with a focus on the areas that will have the most significant impact on student learning and overall school improvement. By fostering a culture of accountability and continuous improvement, we ensure that the resources are used effectively and efficiently, contributing to the enhanced educational outcomes for students.

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.

To guarantee the effective dissemination of the School Improvement Plan (SIP) budget and Schoolwide Plan (SWP) to our diverse stakeholders, a comprehensive communication strategy is indispensable. Our strategy will include leveraging multiple channels to reach our primary stakeholders, which include students, families, school staff, leadership, and local businesses and organizations.

To communicate effectively with students and families, we will employ a multi-tiered approach. Regular newsletters and announcements will be sent via email to parents, providing updates on the SIP and SWP progress. Additionally, we will host informational sessions during parent-teacher conferences, where key elements of the plans will be discussed in a language that is accessible and understandable to parents. Translated materials will be made available to ensure inclusivity for families with diverse language backgrounds.

Regarding school staff, communication will involve both formal and informal channels. Detailed presentations will be conducted during staff meetings to ensure that all educators are well-informed about the SIP and SWP goals, strategies, and budget allocations. Furthermore, an internal online platform will be established to facilitate ongoing discussions and provide a space for staff to ask questions and share insights.

Engaging the school leadership will involve regular updates during leadership meetings and customized briefings to address specific concerns or questions. The leadership team will be encouraged to act as ambassadors, disseminating information to their respective teams and departments.

Involving local businesses and organizations will require a community outreach effort. Partnerships will be fostered through targeted presentations at community meetings, where the school's commitment to improvement and the associated budget allocations will be highlighted. Press releases will be sent to local media outlets to maximize exposure and community awareness.

To ensure accessibility and understanding for all stakeholders, language will be a primary consideration. All written materials, including newsletters, presentations, and reports, will be crafted in plain language to facilitate comprehension. Where necessary, translation services will be utilized to cater to the linguistic diversity within our community. The translated materials will be disseminated through various communication channels.

Regular feedback mechanisms, such as surveys and town hall meetings, will be implemented to gather input and address any concerns or questions that may arise. This two-way communication approach will foster transparency and collaboration, ensuring that stakeholders feel engaged and informed throughout the implementation of the SIP and SWP. The feedback gathered will be used to improve the communication strategy and ensure inclusivity for all stakeholders.

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))

As a school, we highly value the importance of building positive relationships with parents, families, and other community stakeholders in order to fulfill our mission of supporting our students' needs and fostering their success. We have implemented a wide range of strategies to create a collaborative and supportive environment that keeps parents informed of their child's progress and promotes a strong sense of community within our school.

One of our key strategies is to hold regularly scheduled parent-teacher conferences, which provide a formal platform for discussing a child's progress, strengths, and areas for improvement. However, we also have an open-door policy where parents can visit the school and meet with teachers or administrators without appointments. This approach helps parents feel more connected to their child's education and allows them to address any concerns they may have in a timely and efficient manner.

In addition to these strategies, we use various communication tools such as newsletters, emails, and a school website to keep parents informed about school events, policies, and important dates. We also conduct workshops or seminars on topics relevant to parenting, education, and child development, and provide resources and materials to help parents support their child's learning at home. We collaborate with community organizations to bring in speakers or resources for parent education, giving our parents access to a wide range of expert advice and support.

We also offer a range of volunteer opportunities for parents within the school, such as assisting in classrooms, organizing events, or participating in school committees. We recognize and appreciate the contributions of parent volunteers and actively encourage their involvement in school life. We arrange regular events such as talent shows, art exhibitions, or science fairs where students can showcase their achievements, fostering a sense of pride among parents.

We involve parents in extracurricular activities and clubs to strengthen their connection with the school community. This approach helps parents feel more connected to the school and provides an opportunity for them to get to know their child's peers and teachers better. We celebrate and embrace the diverse backgrounds and cultures within our school community by organizing multicultural events that showcase and honor the different traditions represented in the school.

Finally, we utilize technology platforms for real-time updates on students' academic progress, attendance, and behavior. We maintain an online portal or app where parents can access resources, announcements, and communicate with teachers. We collaborate with local businesses, organizations, and community leaders to provide additional resources and support for our students. We establish partnerships that offer mentorship programs, internship opportunities, or additional educational resources. By combining these strategies, we can ensure that our school is a welcoming and supportive environment where students can thrive, and parents feel informed and involved in their child's education. Create a holistic approach to building positive relationships with parents, families, and the broader community, thereby fulfilling our school's mission and supporting the needs of our students.

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))

Our school is dedicated to providing an excellent academic program to equip students with the skills they need to succeed in the real world. To achieve this, we have established a rigorous process for reviewing and updating our curriculum to ensure it aligns with the latest educational standards and research-based best practices. We also recognize the importance of technology in today's world and are committed to incorporating it into our curriculum to provide students with access to a wider range of resources and enhance their learning experiences.

We believe that the development of teachers is critical to providing high-quality education, and we offer

ongoing professional development opportunities to keep them up to date on the latest teaching methodologies, technological advancements, and subject-specific knowledge, enabling them to better support their students.

We value collaboration among teachers and encourage them to share best practices, discuss effective teaching strategies, and develop innovative approaches to curriculum delivery. Our after-school programs focus on academic enrichment, providing additional support for students who need it. We are exploring options to provide more time for in-depth learning, remediation, and enrichment activities to ensure all students have equal opportunities to succeed.

To cater to the diverse needs of our students, we will implement differentiated instruction, allowing us to tailor teaching methods and content to each student's learning style and pace. We believe that project-based learning is an effective way to apply theoretical knowledge to real-world scenarios, fostering critical thinking and problem-solving skills. Therefore, we will integrate it into our curriculum.

We believe that practical experiences are an essential aspect of education and will arrange field trips and invite guest speakers to expose students to practical experiences and insights beyond the classroom. We will maintain open communication channels with parents to keep them informed about the academic program and involve them in decision-making processes. We will conduct workshops and seminars for parents on how to support their child's learning at home and stay involved in their academic journey.

Overall, our school is committed to providing a comprehensive academic program that prepares students for success in life. By addressing these elements, our school can create a more dynamic academic program that caters to the diverse needs of its student population, promotes continuous improvement, and ensures a high standard of education.

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))

N/A

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))

Our school employs certified and experienced counselors who work with students individually or in groups. Regular counseling sessions are conducted to address personal, social, emotional, and academic concerns. The counseling program may include career guidance, goal setting, conflict resolution, and stress management.

Collaborating with mental health professionals, the school provides on-site mental health services. Mental health workshops and awareness programs are organized to reduce stigma and educate students about mental health issues. A system for identifying and supporting students with mental health challenges is in place, including referrals to external resources when necessary. Individualized Education Programs (IEPs) are developed for students with special needs, ensuring they receive

appropriate accommodations and support.
Special education teachers and aides are available to assist students with learning disabilities or other challenges. The school collaborates with external specialists, such as speech therapists or occupational therapists, to provide additional support when needed.

A mentorship program pairs students with qualified mentors, which may include teachers, staff, or community members. Mentors provide guidance, support, and encouragement, helping students navigate personal and academic challenges. Regular check-ins and goal-setting sessions are part of the mentoring process.

The school offers extracurricular activities that focus on developing life skills, such as leadership, teamwork, communication, and problem-solving. Workshops and seminars cover topics like time management, study skills, and financial literacy. Career readiness programs expose students to various professions and provide guidance on educational and vocational paths.

The school actively involves parents in the support process, providing resources and information on how they can contribute to their child's well-being. Parent-teacher conferences and workshops address both academic and non-academic aspects of a student's development.

Regular assessments are conducted to identify students who may require additional support. Ongoing monitoring of student well-being allows the school to adapt its support strategies based on changing needs.

The school collaborates with local community organizations and agencies to access additional resources and services. Partnerships may include health clinics, youth organizations, and social services to create a comprehensive support network for students.
This approach to our student development involves a combination of counseling, mental health services, specialized support, mentoring, skill-building programs, parental involvement, and community partnerships. This ensures that students receive the necessary support to thrive not only academically but also in their personal and social development.

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))

N/A

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).

Our school has a three-tiered model to prevent and address problem behavior, and we provide early intervening services that coordinate with similar activities and services carried out under the Individuals with Disabilities Education Act.

The three tiers are prevention, targeted interventions, and intensive interventions. To implement a school-wide Positive Behavior Interventions and Supports (PBIS) framework, we establish clear behavior expectations, teach and reinforce positive behaviors, and provide consistent consequences for problem behavior.

We provide professional development for teachers on effective classroom management strategies, creating a positive and inclusive classroom environment, and fostering positive teacher-student

relationships. We also incorporate Social and Emotional Learning (SEL) programs to teach students essential skills such as self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making.

For students who require more targeted support, we may implement small group interventions such as social skills groups, counseling, or academic interventions. We may also assign a mentor to at-risk students for regular check-ins and support throughout the day or develop individualized behavior plans or contracts that outline expectations, rewards, and consequences for specific students.

For students with significant and ongoing behavioral challenges, we conduct a Functional Behavior Assessment (FBA) to identify the root causes of problem behavior and develop individualized Behavior Intervention Plans (BIPs) based on the assessment. We coordinate with external agencies, community resources, and mental health professionals to provide wraparound services for students and families. We also collaborate with the special education team to determine if the student qualifies for services under IDEA and implement an Individualized Education Program (IEP) tailored to their unique needs.

We ensure that all children, including those with disabilities, are identified, located, and evaluated to determine their eligibility for special education services. We collaborate with the IEP team to create and implement individualized plans for students with disabilities, including behavioral goals and interventions. We also coordinate transition planning for students with disabilities to ensure a smooth transition from school to post-school activities. We involve parents in the development and implementation of behavioral interventions and special education services.

We collect and analyze data on student behavior to inform decision-making and continuously improve interventions. We regularly monitor the progress of students in interventions and adjust strategies as needed. We provide ongoing training for staff to ensure consistency in implementing behavioral interventions and supporting students.

We facilitate collaboration among teachers, support staff, administrators, and external agencies to address the diverse needs of students. We engage parents and the community in supporting students' behavioral and academic success.

By implementing this tiered model and coordinating with activities under IDEA, we can create a comprehensive and supportive framework to address problem behavior and provide early intervening services for all students. Regular evaluation and adjustments based on data and outcomes are crucial for the success of this approach.

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 places a great emphasis on equipping our teachers, paraprofessionals, and other school staff with the necessary skills and knowledge to improve their instructional methods. Our professional learning and development programs are designed to facilitate continuous growth and adaptability in our staff by ensuring they are up-to-date with the latest pedagogical approaches and educational technologies.

Our teachers benefit from a range of focused workshops, conferences, and collaborative learning communities that provide them with opportunities to share best practices, explore subject-specific methodologies, and integrate innovative teaching strategies. These initiatives are aimed at fostering an environment of continuous learning and growth, allowing our teachers to develop their skills and remain effective educators.

Similarly, our teacher assistants benefit from specialized training sessions that equip them with the skills

necessary to support diverse learners and collaborate effectively with the teaching staff. Our ongoing professional development programs also emphasize the efficient use of data derived from academic assessments, enabling our staff to make informed decisions and enhance student outcomes.

We recognize that the recruitment and retention of effective teachers is critical, particularly in high-need subjects. To address this, we have implemented comprehensive strategies such as mentorship programs, competitive compensation packages, and professional growth opportunities. By prioritizing these multifaceted initiatives, we aim to create a supportive ecosystem that promotes the professional development of our staff, ultimately leading to an enriched and effective learning environment for our students.

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