

Broward County Public Schools

Ascend Career Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Ascend Career Academy

5251 COCONUT CREEK PKWY, Margate, FL 33063

www.ascendacademycharter.com

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 Ascend Career Academy is to serve those students who require a different academic challenge, less focused on a formal school environment, in order to ensure that each participant recognizes the value of dignity, discipline, responsibility and high expectations as they pursue their high school diploma and life's ambition.

Provide the school's vision statement.

Ascend Academy Charter High School is committed to providing a safe haven where everyone is respected and valued. Within our safe, engaging and effective learning environment, we prepare all students to become critical thinkers, lifelong learners and responsible citizens ready to meet the challenges of the future.

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
Johnson, Stacy	Principal	
Billy, Neisha	Other	ESE Specialist
Garcia, Delmy	Other	Student Advisor
Fulford, Robyn	Reading Coach	
Wong, Florencia	ELL Compliance Specialist	

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.

The School Improvement Plan (SIP) was developed by the team at Ascend Academy Charter High School. It will be approved by the Governing Board. Input and feedback will be sought from other stakeholders and the SIP will be adjusted accordingly.

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 principal and the Ascend team will monitor the SIP. The team will actively monitor, review and update the SIP on a regular basis. Formative assessments and collaboration with all stakeholders will allow for continuous improvement.

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	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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*	23	50	50	13	52	51	19		
ELA Learning Gains				22			10		
ELA Lowest 25th Percentile									
Math Achievement*	11	36	38	4	41	38	0		
Math Learning Gains				18			8		
Math Lowest 25th Percentile									
Science Achievement*	19	60	64	9	35	40			
Social Studies Achievement*	29	66	66	16	51	48	0		
Middle School Acceleration					50	44			
Graduation Rate	31	90	89	56	54	61	56		
College and Career Acceleration	5	61	65	7	66	67	3		
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	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	118
Total Components for the Federal Index	6

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	31

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	18
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	145
Total Components for the Federal Index	8
Percent Tested	74
Graduation Rate	56

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	34	Yes	4	
ELL	15	Yes	1	1
AMI				
ASN				
BLK	14	Yes	4	4
HSP	33	Yes	2	
MUL				
PAC				
WHT				
FRL	20	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	20	Yes	3	3
ELL	60			
AMI				
ASN				
BLK	19	Yes	3	3
HSP	23	Yes	1	1
MUL				
PAC				
WHT	35	Yes	3	
FRL	22	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	23			11			19	29		31	5	
SWD				10							2	
ELL	15										1	
AMI												
ASN												
BLK	14			6							3	
HSP	28			18							3	
MUL												
PAC												
WHT												
FRL	23			11			19	29		5	6	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	13	22		4	18		9	16		56	7	
SWD				9						52	0	
ELL										60		
AMI												
ASN												
BLK	17	30		0	7		17			53	6	
HSP	16	17		15						61	7	
MUL												
PAC												
WHT										59	10	
FRL	14	22		6	18		13	36		58	8	

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	19	10		0	8			0		56	3	
SWD										47		
ELL												
AMI												
ASN												
BLK				0						46	6	
HSP				0						64		
MUL												
PAC												
WHT										69		
FRL	19	10		0	8			0		55	3	

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	24%	49%	-25%	50%	-26%
09	2023 - Spring	19%	49%	-30%	48%	-29%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	13%	48%	-35%	50%	-37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	46%	-36%	48%	-38%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	63%	-42%	63%	-42%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	62%	-47%	63%	-48%

III. Planning for Improvement

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

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

The data components that shows the lowest performance are Math and Science. Based on the content assessment data, 13% of students showed proficiency in Algebra and 10% proficiency in Geometry. Contributing factors to last year's low performance, in Math and Science, are poor attendance, low test rates and poor foundational skills. Based on review of matriculation data, students demonstrated a need for intensive remediation based on underperforming assessment data from previous assessments.

Ascend Academy Charter High School recognizes the importance of building a culture around data,

program evaluation, research, and collaboration to enhance student outcomes. Improvement is needed in this area. The school seeks to add an intervention for leadership as a means of improving outcome for students.

A proficient school leadership team in data analysis and program evaluation creates a data-driven culture that benefits students, teachers, and the entire educational community by fostering continuous improvement and addressing the diverse needs of all learners. As a result, improvements will become evident in all subgroups including the identified groups.

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

The component that showed the greatest decline was Math. Based on the Spring 2023 Algebra I EOC data, 13% of 9th-12th grade students demonstrated proficiency. In terms of content area assessment, although there were a few learning gains, mathematics has been the lowest performing content area. Lack of attendance and poor foundational skills contributed to the decline. When students come to Ascend, they are usually a few years behind in their Mathematics skills.

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

The data component that had the greatest gap when compared to the state data is Biology. The school's state comparison is at -42%. Based on the content assessment data, we showed a 21% student proficiency compared to the state's 63% proficiency rate. We attributed this gap to poor student attendance and students' deficiencies in the foundational and reading skills that were needed to be successful in the Biology course

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

English Language Arts showed the most improvement with a 24% proficiency rate for 10th grade students and 19% proficiency rate for 9th grade students compared to the district's 49% proficiency rate for both grade levels.

The contributing factors that added to this improvement were the implementation of IXL as a supplemental reading program across all content areas. IXL was utilized to assess student deficiencies and drive instruction.

IXL was also to identify additional support needed.

Lexia learning was utilized for the intensive needs of the student who needed to rebuild at the most foundational level. Once the foundational level was achieved students were placed on IXL to supplement learning and for grade level content.

11th and 12 grade students received instruction and progress monitoring via lexia learning and IXL. IXL provided instruction that is aligned with national ACT and SAT exams. The program supplements the SAT/ACT curriculum for students who are striving to achieve concordant scores to meet graduation requirements.

After school tutoring and reading and writing camps were made available to all students to help with preparation for state testing.

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

Attendance

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

1. Improve performance of Students With Disabilities (SWD)
2. Improve performance of Black/African American Students (BLK)
3. Improve performance of Hispanic Students (HSP)
4. Improve performance of White Students (WHT)
5. Improve performance of Economically Disadvantaged Students (FRL)

Area of Focus

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

#1. ESSA Subgroup specifically relating to Black/African-American**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.

According to the data, improvement is needed to help our students attain success in all content areas, especially in the area of Math.

Measurable Outcome:

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

By the end of the 2023-2024 school year, at least 60 percent of students will make learning gains in the area of Mathematics.

Monitoring:

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

The support team will monitor standards based instructional practices. Coaching and feedback will be provided. Data will be reviewed.

Person responsible for monitoring outcome:

Stacy Johnson (principal@ascendacademycharter.com)

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.)

Research based curriculum Courseware from Edmentum that is aligned to the BEST standards will be delivered with fidelity. In addition, teacher provide direct and differentiated instruction via small groups. All classes will provide appropriate interventions based on student's academic needs and data. supporting the interventions. Supplemental curriculum that is researched-based will be used in small groups to address the learning gaps. Free after-school tutoring is offered to all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Edmentum's Courseware is a research based curriculum that allows teachers to deliver the blended learning model. The curriculum offers visibility to course progress and pacing data that is designed to give both teachers and students guidance toward course completion. Additionally, powerful and intuitive data views on individual students and group performance provide the insight teachers need to make instructional decisions that impact achievement.

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.

1. Professional Development on B.E.S.T Standards and Courseware
2. Continuous development
3. Teachers will use a combination of whole group and small group resources

4. Coaching and feedback will be provided through classroom walkthroughs, data chats and planning sessions

Person Responsible: Stacy Johnson (principal@ascendacademycharter.com)

By When:

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

According to the data, the ESSA Subgroup of SWDs has fallen below the federal index for three consecutive years.

Measurable Outcome:

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

By the end of the 2023-2024 school year, at least 75 percent of our SWDs will make learning gains and show improvement on the end of course assessments.

Monitoring:

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

The support team will monitor standards based instructional practices. Coaching and feedback will be provided. Professional development will be provided. The ESE Specialist will continue to provide assistance with strategies and accommodations.

Person responsible for monitoring outcome:

[no one identified]

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.)

Instruction will be differentiated to meet the needs of the individual students. Lessons will be scaffolded and provided in digestible bites. Modifications will be provided as needed. Push-ins, pull-outs and small group instruction will occur.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SWDs have different needs and accommodations and modifications must be provided based on their individual needs.

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.

1. Professional Development strategies and accommodations
2. Continuous professional development on standards and content
3. Teachers will use a combination of whole group and small group resources
4. Coaching and feedback will be provided through classroom walkthroughs, data chats and planning sessions

Person Responsible: [no one identified]

By When:

1. Professional Development strategies and accommodations
2. Continuous professional development on standards and content
3. Teachers will use a combination of whole group and small group resources
4. Coaching and feedback will be provided through classroom walkthroughs, data chats and planning sessions

Person Responsible: [no one identified]

By When:

#3. ESSA Subgroup specifically relating to Economically Disadvantaged

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.

According to the data, this is an area that must be addressed.

Measurable Outcome:

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

By the end of the 2023-2024 school, at least 50 percent of our economically disadvantaged students will make learning gains in ELA.

Monitoring:

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

The support team will monitor standards based instructional practices. Coaching and feedback will be provided.

Data will be reviewed.

Person responsible for monitoring outcome:

Stacy Johnson (principal@ascendacademycharter.com)

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.)

Ensure a safe, welcoming and culturally responsive environment where all the basic needs of students are provided for.

Parent engagement and life skills events will increase.

Standards based instruction.

The provision of background knowledge will be incorporated in lessons.

Small group instruction and differentiated instruction

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When the basic needs of the students are met and they feel safe and loved, they tend to perform better academically.

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.

Provide the services of a social worker

Partner with various community partners

Ensure that all students feel safe and loved

Improve parent/family engagement and communication

Person Responsible: Stacy Johnson (principal@ascendacademycharter.com)

By When:

#4. 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.

One area of focus will be parent engagement

Measurable Outcome:

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

By the end of the 2023-2024 school year, at least 60 percent of parents/families will attend at least one of the scheduled parent events.

Monitoring:

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

Review of sign in sheets/participation records, survey results and overall engagement

Person responsible for monitoring outcome:

Stacy Johnson (principal@ascendacademycharter.com)

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.)

Research shows that family engagement is directly related to student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Parent involvement causes reduced absenteeism and promotes better behavior. It also impacts student success

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.

Communicate regularly with parents and families

Host various parent events

Seek and value parent input

Person Responsible: Stacy Johnson (principal@ascendacademycharter.com)

By When:

#5. 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.

Student attendance

Measurable Outcome:

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

By the end of the 2023-2024 school year, the daily attendance rate will be at least 90 percent.

Monitoring:

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

Data on attendance in Gradelink and TERMS. The support team makes calls to all absent and tardy students and documents the notes. All notes are reviewed, and assistance is provided to overcome any barriers to student attendance. Attendance reports will be pulled monthly to track attendance rates.

Person responsible for monitoring outcome:

Stacy Johnson (principal@ascendacademycharter.com)

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.)

Phone calls home

The services of a social worker

Community resources

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive school includes a supportive and fulfilling environment with equitable learning opportunities that meet the individual needs of all students. A staff that understands their roles and relationships with student learning can provide a culture that values trust, respect, and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that can impact a positive school culture and environment is critical.

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

#6. ESSA Subgroup specifically relating to English Language Learners**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.

According to the data, improvement is needed to help our students attain success in all content areas.

Measurable Outcome:

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

By the end of the school year, improvements will be evident

Monitoring:

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

The support team will monitor standards based instructional practices. Coaching and feedback will be provided. Data will be reviewed.

Person responsible for monitoring outcome:

Stacy Johnson (principal@ascendacademycharter.com)

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.)

A strong foundational curriculum with targeted, data-driven interventions and differentiated instruction. The use of small groups allows for personalized attention, and the inclusion of supplemental curriculum and after-school tutoring further reinforces the commitment to addressing individual learning needs. Regular assessment and adjustment based on student progress and data analysis are likely integral to the success of this comprehensive support system.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Edmentum's Courseware is a research based curriculum that allows teachers to deliver the blended learning model. The curriculum offers visibility to course progress and pacing data that is designed to give both teachers and students guidance toward course completion. Additionally, powerful and intuitive data views on individual students and group performance provide the insight teachers need to make instructional decisions that impact achievement.

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.

1. Professional Development on B.E.S.T Standards and Courseware
2. Continuous development
3. Teachers will use a combination of whole group and small group resources
4. Coaching and feedback will be provided through classroom walkthroughs, data chats and planning sessions
5. The use of data to drive instruction

Person Responsible: Stacy Johnson (principal@ascendacademycharter.com)

By When:

#7. ESSA Subgroup specifically relating to White**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.

According to the data, improvement is needed to help our students attain success in all content areas.

Measurable Outcome:

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

By the end of the 2023-24 school year, learning gains will be made.

Monitoring:

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

The support team will monitor standards based instructional practices. Coaching and feedback will be provided. Data will be reviewed.

Person responsible for monitoring outcome:

[no one identified]

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.)

A strong foundational curriculum with targeted, data-driven interventions and differentiated instruction. The use of small groups allows for personalized attention, and the inclusion of supplemental curriculum and after-school tutoring further reinforces the commitment to addressing individual learning needs. Regular assessment and adjustment based on student progress and data analysis are likely integral to the success of this comprehensive support system.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Edmentum's Courseware is a research based curriculum that allows teachers to deliver the blended learning model. The curriculum offers visibility to course progress and pacing data that is designed to give both teachers and students guidance toward course completion. Additionally, powerful and intuitive data views on individual students and group performance provide the insight teachers need to make instructional decisions that impact achievement.

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.

This approach incorporates elements of professional development, continuous improvement, differentiated instruction, and data-driven decision-making. This comprehensive strategy aims to equip teachers and staff with the necessary skills, provide ongoing support, and ensure that instruction is responsive to the individual needs of students. The combination of these elements contributes to a holistic and effective educational environment.

Person Responsible: Stacy Johnson (principal@ascendacademycharter.com)

By When:

#8. -- Select below -- specifically relating to

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.

Measurable Outcome:

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

Monitoring:

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

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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).

The School Improvement funding allocation process will be evaluated in school meetings, various communications with parents/guardians and all other stakeholders. Input and feedback will also be requested via forms and surveys on the school's website.

Ascend Academy coordinates funds intentionally to meet the needs of all students. The methodology used in budget planning and allocation includes annual comprehensive needs assessment and a budget analysis to determine how revenue streams can most effectively be leveraged to meet goals and requirements. Specifically, funds disbursed from state and local agencies make up the bulk of the school's budget, as generated per student enrollment. These per FTE dollars are allocated for staff salaries, operations,

curriculum, and supplies to serve basic instructional and functional needs. Federal funds support salary for a SEL counselor, academic intervention programs, and instructional technology. ESSER funds support family engagement, marketing and outreach, and career awareness programming