The School District of Palm Beach County

Believers Academy School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Believers Academy

5840 CORPORATE WAY STE 100, West Palm Beach, FL 33407

http:www.believersacademyinc.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/23/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Believers Academy is dedicated to providing ESE students aged fourteen to twenty-one the opportunity to learn and achieve success in a goal driven environment. Student accomplishments have been and will continue to be fostered by an integrated individualized, research-based curriculum where intensive reading instruction, remediate math instruction, and vocational training are the primary focus. Every student at Believers Academy will continue to receive classroom vocational instruction as well as hands-on vocational experience throughout the community. Ongoing assessments will provide feedback to ensure student growth and achievement in all academic areas. The faculty and staff will continue with the successful construction of a classroom climate that allows students to maximize their strengths while addressing their challenges. The personal, academic, and vocational needs of the students can be achieved with collaborative efforts involving colleagues, parents, and the community. We believe that all young people, who are given the appropriate learning experience, can reach their full potential, take ownership of themselves, and become productive citizens. As deficits are minimized we strive to enable students to continue their education in post secondary schooling.

Our ultimate goal is to produce graduates from Believer's Academy that have already entered Corporate America's workforce, or attend post-secondary schooling options.

Provide the school's vision statement.

Believers Academy is dedicated to exceptional education students (ESE) aged fourteen to twenty-one who are at risk of dropping out of their comprehensive schools or who already have because of their persistent lack of success in that environment. The main goal of Believers Academy is to meet academic requirements for graduation in a manner that reduces reading and math deficits while building vocational skills that will enable the student to obtain and maintain employment, thereby increasing his or her self-esteem, as well as strengthening their ability to earn an income and thus become a productive citizen. Poor reading skills, poor mathematical skills, the lack of a vocational curriculum and poor behavioral and social skill strategies all contribute directly to ESE students dropping out of school. Employment & internship opportunities will be earned and maintained for each student enrolled at Believers Academy. Believers Academy is based on the conviction that the overall achievement of our students will flourish with the combination of intensive academic instruction and a vocational preparatory program.

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
Dyer, Lori	Director	Ms. Dyer leads and oversees the organization's financial decisions as well as operational policies, procedures, and governance.
Price, Maggie		The Principal will monitor and work will all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.
Pelletier, Rebecca	Compliance Coordinator	Ms. Pelletier monitors and ensures compliance on all district and state policies and grants as well as HR related duties.
Allen, Kelly	ESE Coordinator and Single School Culture Coach	The ESE coordinator manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc. As the Single School Culture Coordinator, Ms. Allen provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school –wide culture. The SSCC uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

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's leadership team works in conjunction with members of the School Advisory Body which encompasses parent and faculty representation to review the SIP's areas of focus and implementation. A meeting was held to illicit ideas for addressing barriers and another meeting will be held to review the SIPs implementation mid-year.

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))

Monthly data meetings are held to monitor and address student achievement and progress monitoring data as well as attendance and discipline data. Based on the data reviewed, interventions and next steps will be reviewed and planned, and, if necessary, the SIP will be adjusted to account for the needed changes in course.

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)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
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)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* 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: COMMENDABLE
	2016-17: COMMENDABLE
DJJ Accountability Rating History	

Early Warning Systems

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

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

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

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

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

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

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	29	52	50		55	51	38		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	24	38	38	0	42	38	48		
Math Learning Gains				35					
Math Lowest 25th Percentile									
Science Achievement*	38	68	64		43	40	54		
Social Studies Achievement*	31	67	66		53	48	43		
Middle School Acceleration					46	44			
Graduation Rate	50	90	89	30	65	61	48		
College and Career Acceleration	0	71	65		69	67	9		
ELP Progress		40	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	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	172
Total Components for the Federal Index	6
Percent Tested	94
Graduation Rate	50

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	65
Total Components for the Federal Index	3
Percent Tested	96
Graduation Rate	30

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	30	Yes	3	3
ELL				
AMI				
ASN				
BLK	29	Yes	3	2
HSP				
MUL				
PAC				
WHT				

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%
FRL	25	Yes	3	3

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	22	Yes	2	2
ELL				
AMI				
ASN				
BLK	14	Yes	2	1
HSP				
MUL				
PAC				
WHT				
FRL	21	Yes	2	2

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	29			24			38	31		50	0	
SWD	33			25			38	31		0	6	
ELL												
AMI												
ASN												
BLK	30			30			39	32		0	6	
HSP												
MUL												

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
PAC												
WHT												
FRL				20			32	28		0	5	

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				0	35					30		
SWD				0	35					30		
ELL												
AMI												
ASN												
BLK				0						27		
HSP												
MUL												
PAC												
WHT												
FRL				0	33					29		

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	38			48			54	43		48	9	
SWD	38			48			54	43		50	10	
ELL												
AMI												
ASN												
BLK				58			60	53		38		
HSP				27				30				
MUL												
PAC												
WHT												
FRL	33			44			50	38		47		

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	*	50%	*	50%	*
09	2023 - Spring	*	48%	*	48%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	50%	-46%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	63%	-44%	63%	-44%

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

III. Planning for Improvement

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

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

Both our math and reading achievement as evidenced by FSA/BEST performance continues to be our biggest area of struggle with 100% of our tested students performing in the non-proficient range. The exception to this would be the students who take the FSAA. 100% of these students scored at the proficient level for this assessment of Access Points.

Our student population is comprised of 100% ESE students with a range of exceptionalities including,

but not limited to, ASD, SLD, and IND. Two of the identified subgroups, Free/Reduced Lunch, and Students with Disabilities make up the entirety of our student population, and the third identified subgroup, black students, is a majority group within our population. Upon entry into our school, 100% of our students test below grade level in reading and math seen in diagnostic assessments including STAR Reading and STAR Math. The vast majority are two or more grade levels below.

The bulk of our students took Geometry in the 22-23 school year. Because our students are 100% ESE, often with learning difficulties in both reading and math, the higher order math and reading skills required to successfully complete this assessment are lacking. They lack the prerequisite skills needed to attain the concepts assessed in Geometry, making successful attainment of this content extremely difficult. Additionally, with reading skills at the elementary and middle school level, grade level reading assessments like the BEST also extraordinarily difficult for our students.

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

Our data has been fairly consistent for the last several years. One of the areas that is consistently low is our attendance rate with 58% of our students missing more than 10% of the year for the last two school years. Many of our students were previously withdrawn from their district-zoned school due to non-attendance. They often continue this pattern of non-attendance once they join us. Primary factors for this persistent non-attendance include lack of parental support for schooling, transportation difficulties, and extreme avoidance of non-preferred tasks.

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 greatest gap between the state average and our school average would be in our reading and math achievement rates as evidenced by FAST testing. As previously noted, all of our students are SWD and begin their schooling with us below grade level. As is noted widely in research, early intervention is key in closing achievement gaps. While we do begin at high school and not in the primary years, we have found that the earlier in their high school career that a student joins our school, the more likely they are to graduate on time and make gains toward closing their learning gaps.

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

Graduation rate showed the most significant improvement moving from a 30% in FY22 to 40.9% in FY23. Parent night, teacher-initiated parent communication, attendance interventions, graduation coaching provided by the principal and one on one student mentoring were interventions that we put in place to address this area of deficiency.

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

Based on the EWS data for our population, attendance continues to be a significant area of concern with 58% of our students missing more that 10% of the school year in both FY22 and FY23. A focus on improved student attendance will positively impact all areas of student achievement and growth.

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

Factoring in the unique nature and mission of our school in aiming to improve academic skills while preparing students for long-term real-world success in the face of their learning challenges, our priorities are as follows:
-Ensure 100% employment or post-graduate vocation/high education admission for graduating seniors.

-Improve chronic absence rate from 58% to 50%
-Growth in reading and math skill sets for all students.

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

#1. Positive Culture and Environment specifically relating to Other

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

Improved attendance as evidenced by the decrease of chronically absent students students will be our area of focus as related to positive culture and environment. Attendance is a crucial need for students as it is linked to the likelihood of a student to graduate from high school and maintain employment. While many of our students do not graduate "on time," keeping them in school, engaged in their education, and improving basic skills will enable them to be successful beyond their eventual graduation.

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

Decrease the rate of chronically absent students (missing over 10% of the school year) from 58% to 50%.

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

Student attendance rates for all subgroups will be checked monthly during data meetings. Specific students exhibiting excessive absences will be addressed and escalated up the truancy decision tree from the district.

Person responsible for monitoring outcome:

Maggie Price (maggie@believersacademyinc.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.)

Data Visualization, the use of attendance data to reduce absenteeism. Our SSCC and principal will analyze not only the individual students' daily attendance rates, but will also look for patterns and trends in attendance and absenteeism. These patterns and data points will then be presented to stakeholders in a meaningful way that will allow them to implement student-specific and broader school-wide strategies to decrease absences.

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

The research presented by the Regional Educational Laboratory (REL) at WestEd found that displaying various data graphically can help educators more easily identify attendance patterns and groups of students who are chronically absent.

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 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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.

Daily Attendance phone calls for all absent 9-12 students. Ms. Kula will make the calls daily and will populate a spreadsheet monitored by Ms. Prince noting the reason for the absence.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: Daily

Reports of student attendance rates analyzed in conjunction with reasons as documented during daily calls. This data will be prepared visually to review with teachers and leadership.

Person Responsible: Kelly Allen (kelly@believersacademyinc.org)

By When: End of calendar month

Data visualizations presented to faculty at monthly data meetings. Faculty will brainstorm and decide on actionable steps for each student displaying chronic absenteeism or the potential for that distinction.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: Monthly

#2. Graduation specifically relating to Graduation

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.

SWD, Free/Reduced Lunch status, and African-American students are the three subgroups identified as low performing. 100% of our students are SWD and we have a majority minority for the F/R lunch and African-American subgroups. For this reason, our focus on graduation will affect multiple-subgroups. While it is documented that the majority of our students are out of cohort when they enroll at our school, their eventual graduation and employment at time of graduation is a strong indicator of continued success into adulthood.

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

90% of students determined to be possible graduates at the start of the 23-24 school year will graduate at the conclusion of the year. In order to be classified as a potential graduate at the start of the year, the student must have successfully completed between 11 credits (18 credit diploma) and 17 (24 credit diploma) and must have a GPA about a 1.5.

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

Admin walks and data review.

Person responsible for monitoring outcome:

Maggie Price (maggie@believersacademyinc.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.)

The evidence-based intervention as approved through the What Works Clearinghouse will be the Check and Connect intervention.

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

Through the Check & Connect potential graduates are assigned an adult mentor working within the school who regularly reviews the student's engagement information and intervenes when problems are identified. The monitor thereby works to advocate for the students as well as provide ongoing feedback, coordination of services, and encouragement - all while emphasizing the importance of graduating and gaining/maintaining employment. The regular student monitoring and relationship building that is integral to this program is shown to be beneficial for all students and even more so specifically for students with disabilities.

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.

SSCC Ms. Allen and Ms. Prince will examine student transcripts and determine the list of potential 23-24 graduates.

Person Responsible: Kelly Allen (kelly@believersacademyinc.org)

By When: August 2023

Each potential graduate will be assigned a staff mentor based on existing staff-student relationships and availability.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: September

Mentors will meet with their assigned student(s) one on one and will review outstanding graduation requirements, plans to fulfill those requirements (and progress on existing plans) and potential barriers and solutions.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: At minimum, monthly.

Quarterly, Ms. Prince will meet with each potential graduate individually and do an additional check of their graduation standing.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: October, January, March

At the parent night "Road to Graduation" a final check of graduates' standing will be conducted with parents/guardians present. Parents and students will also meet with their mentor to highlight and celebrate their progress.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: March

#3. Instructional Practice specifically relating to Coaching

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.

Chronically low performance in both reading and math across subgroups will be addressed through instructional coaching. Two teachers will take a 7th period to provide coaching to peer teachers on the infusion of math and reading instruction within their respective subject areas.

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

By the third assessment period, reading and math performance levels will increase 5% as measured by the STAR reading and math assessments.

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

Mid year STAR assessments and ongoing assessments via benchmark assessments will indicate progress toward the goal.

Person responsible for monitoring outcome:

Maggie Price (maggie@believersacademyinc.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.)

Instructional Coaching - content-based coaching integrates deep content knowledge and pedagogy with best practices to support content-area teachers to meet the needs of their students.

Our content-based coaching program, offered both face-to-face and virtually, supports coaches in providing not only effective coaching support for their teachers, but deepening their own knowledge and skills in implementing and modeling best practices in face-to-face and virtual learning for their teachers' subject areas.

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

An important meta-analysis by Kraft, Blazar, & Hogan (2018) shows that content-specific and general coaching programs have substantial effects on teacher instructional practice, although the 43 studies with instructional outcomes included in the meta-analysis reported a fairly wide range of effect sizes. Other research confirms that instructional coaching is associated with improved student learning (Campbell & Malkus, 2011; Lockwood, McCombs, & Marsh, 2010; Kraft, Blazar, & Hogan, 2018; Neuman & Cunningham, 2009).

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?

Yes

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.

Teacher Coaches will hold one-on-one coaching sessions and model lessons.

(Kelley & Furbert)

Person Responsible: Michael Kelley (michael@believersacademyinc.org)

By When: On going

Teacher Coaches and Ms. Prince will collaborate with teachers to examine student performance data and realign instruction as needed.

Person Responsible: Maggie Price (maggie@believersacademyinc.org)

By When: Monthly

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).

School improvement funding is provided through the UniSig grant. There funds will be spent on a single school culture coach (SSCC) who will work in conjunction with the principal to implement and analyze effectiveness of interventions and activities associated with graduation and student attendance. As a charter school, district supports and funding are, at times, limited. As a result, funding for these initiatives will be provided through UniSig, IDEA, and general FEFP.

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.

The SIP is not being used to satisfy the requirements of the SWP plan.

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))

NA

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))

NA

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

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$42,332.80
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3400 - Believers Academy	UniSIG	0.5	$39,280.00
			Notes: Salary for Single School Culture Coordinator. The SSCC will guide teachers in effectively using qualitative data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture in grades 9-12. 0.5 FE x $78,560 = $39,280. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3400 - Believers Academy	UniSIG		$3,005.00
			Notes: Benefits for SSCC: $39,280 x 7.65% benefits = $3,005. SDPBC Code 397 - Charter School Reimbursement.			
	5100	390	3400 - Believers Academy	UniSIG		$47.80
			Notes: Instructional Materials: Paper = $47.80. SDPBC Code 397 - Charter School Reimbursement.			
2	III.B.	Area of Focus: Graduation: Graduation				$5,167.20
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3400 - Believers Academy	UniSIG	0.8	$4,800.00
			Notes: Every Day Extra Period - 2 positions, one position is for a Reading Coach and one is for a Math Coach to assist other teachers in strengthening their instructional skills in these areas. 2 Every Day Extra Periods x $2,400 = $4,800.			
	5100	390	3400 - Believers Academy	UniSIG		$367.20
			Notes: Benefits for Every Day Extra Periods: $4,800 x 7.65% benefits = $367.20.			
3	III.B.	Area of Focus: Instructional Practice: Coaching				$0.00
					Total:	$47,500.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No