

The School District of Palm Beach County

Quantum High School



2023-24

Schoolwide Improvement Plan (SIP)

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Quantum High School

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www.yourdiplomayourway.com

School Board Approval

This plan was approved by the Palm Beach County School Board on 9/13/2023.

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.

To help students at-risk of not graduating earn a standard high school diploma and prepare for post-secondary success.

Our Pillars: At the core are 3 pillars that form the foundation of our program:

Flexible: Some students need a different option. Featuring two convenient sessions – morning and afternoon – flexible scheduling allows enrollment that fits your life. Mastery-based curriculum allows students to earn credits at their own pace (up to twice as fast as traditional high school!) and rolling enrollment and graduation lets students start when ready and graduate with a standard, fully accredited diploma without having to wait for the end of the semester.

Personalized: Our program is built around the individual. Every student begins with an assessment that personalizes coursework, remedial assistance, and social support needs. Software-based assessments pinpoint strengths and weaknesses and help teachers individualize instruction. A personalized dashboard monitors progress and career and graduation coaches work with individuals on their unique plan.

Supportive: Every student deserves the opportunity to live up to their potential. Our technology-enabled model is underpinned by responsive, supportive staff and intensive wrap-around social services. Onsite specialists work to remove personal, social, and behavioral barriers while a host of other resources, including free public transportation, support our students ongoing engagement.

Provide the school's vision statement.

To provide any student with an achievable alternate pathway to a high school diploma, and post-secondary success, when a standard approach doesn't meet their needs. We believe that all students can learn. We don't believe that one size fits all. We strive to deliver a learning experience that fits the individual and an environment that supports their growth.

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
Mccarthy, Ronald	Principal	<p>Responsible for personnel matters and for the day-to-day operations. Serve as the administrative head of the school, and, as such, have responsibility for coordination of the total resources of the school and general supervision of all school activities, safety, and welfare. Responsible for general evaluation of the effectiveness of all educational activities. Carry on a program for the continuous improvement of instruction, consistent with the philosophy of education approved by the Fall River School Committee. Leading in this area by establishing a cooperative relationship with all key staff members and involving school faculty and school-based leaders in planning and conducting a suitable and effective for all students. Work closely with all families, parents, and guardians to ensure a secure, caring, and productive school/home relationship and partnership.</p>
Roberts, Joseph	Other	<p>The TOSA is responsible for managing the academic progress of students; maintaining a climate conducive to teaching and learning; ensuring effective delivery and improvement of instruction; supervising, mentoring, and developing instructional staff; and ensuring that the school meets its defined goals.</p> <p>Essential functions</p> <p>Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.</p> <ul style="list-style-type: none"> • Recruit, hire, supervise and retain highly qualified school staff. • Lead all initiatives to ensure school meets defined FTE enrollment and attendance goals. • Assist Principal in facilitating and monitoring a school climate conducive to student learning and implementing researched based instructional practices aligned with the Standard Operating Model. • Oversee all aspects of the core academic program to include. • Set clear and rigorous expectations for staff performance, accountability, and adherence to company policies and procedures. • Develop yearly staff training and professional development schedule to ensure effective professional development and ongoing support. • Collect and analyze school data as the basis for monitoring and improving the school's measurable outcomes and contractual obligations with a focus on a cycle of continuous improvement. • Monitor and evaluate staff performance systematically and regularly. • Lead staff to accomplish the defined accountability measures to include contractual obligations, company performance measures, and federal, state, and district requirements. • Facilitate a school climate that is conducive to student learning and implement research-based instructional practices aligned with the Standard Operating Model. • In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. • Foster effective communication and relationships with all internal and external stakeholders which would include the company's mission and vision, performance results, school activities, and other information pertinent to the

Name	Position Title	Job Duties and Responsibilities
		<p>individual stakeholder groups.</p> <ul style="list-style-type: none"> • Perform all other duties as deemed necessary, which are aligned in accordance with company policies and procedures to ensure that student educational and behavioral goals and objectives are achieved. <p>Knowledge and Skills Required</p> <ul style="list-style-type: none"> • Knowledge of educational administration as it relates to school management and organization • Knowledge of the principles of secondary education • Knowledge of curriculum and instructional theory • Knowledge, skills, and ability to analyze and manipulate data to drive program improvement • Ability to communicate effectively both orally and in writing • Ability to establish and maintain effective working relationships with staff and stakeholders • Knowledge of and ability to work in a technology rich environment • Skilled in the use of productivity software, including but not limited to: Microsoft Word, Excel, PowerPoint, and Outlook

Barker, Tamara	Graduation Coach	<ul style="list-style-type: none"> • Description The Graduation Coach is responsible for providing assistance to all potential on-time graduates, individually and in groups, regarding on-time high school graduation and completion. This includes but is not limited to: analyzing data to identify students or subgroups with potential high school graduation problems; planning, implementing, and tracking individual high school graduation plans; identifying and resolving barriers to graduation; and working to improve on-time graduation rate. • Requirements Primary Responsibilities: Under the direction of the Principal, the Graduation Coach: <ul style="list-style-type: none"> o Tracks and predicts the school's on-time graduation rate. o Tracks all progress of potential on-cohort graduates o Creates an individual graduation plan for each potential on-cohort graduate o Creates a database of all students in the current year's graduation cohort. o Monitors and reviews all graduation components weekly o Meets with each potential on-cohort graduate weekly at minimum to review graduation plan and progress o Monitors credit recovery, credit earning and participation/attendance rates o Maximizes the use of SAT, ACT and PERT test waivers and participation o Distributes and tracks all state testing to include FSA/EOC/SAT/ACT/PERT Assessments for all potential on-cohort students. o Coordinates with career coach/ counselor, service providers among others to ensure necessary supports and services are provided when needed to improve graduation rates for potential on-cohort graduates o Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records for all potential on-cohort graduates.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Utilize district and organizational reports to identify potential on-cohort graduates and withdrawn potential on-cohort graduates. o Tracks all of the school’s potential on-cohort students who have been withdrawn to ensure accurate withdraw codes. o Regular outreach to withdrawn potential on-cohort students to assist them in re-engaging in school. o Conduct quarterly vertical team meetings with traditional high school’s faculty and staff to develop action steps to improve individual student and subgroup transition success rate; o Provide and/or submit reports to the Strategy Management Team on the graduation status of on cohort students o Performs other duties as assigned by the appropriate administrator <p>Job Requirements and Prerequisites:</p> <ul style="list-style-type: none"> o Bachelor’s degree in Education or related field from an accredited college or university is required o Previous experience as a high school teacher o Previous experience in high school guidance strongly preferred o Previous experience and/or the ability to work with overage and at-risk youth preferred. o Previous experience coordinating efforts and working effectively in a team environment Knowledge of the principles of secondary education o Knowledge of curriculum and instructional theory o Knowledge of principles of adolescent growth and development o Knowledge of post-high school planning and employment trends o Knowledge, skills and ability to analyze and use data to drive program improvement o Ability to communicate effectively both orally and in writing
Hinman, Stephen	Other	<p>The ESOL Teacher is responsible for coaching, motivating, and instructing high school students within the company model and with attention given to each student’s Individual Graduation Plan (IGP). All for-credit courses are aligned to state standards and are delivered in such a way to engage student learning and accelerate the accumulation of credits through a mastery-based educational model. In many respects, the teacher acts more like a coach and mentor in this environment and is specifically focused on ensuring the success of his/her students. This position supports students of limited English proficiency while maintaining all company policies and procedures with regard to English for Speakers of Other Languages.</p> <ul style="list-style-type: none"> • Requirements <p>PRIMARY RESPONSIBILITIES</p> <p>Reasonable accommodations may be made to enable individuals with disabilities to perform these essential functions.</p> <ul style="list-style-type: none"> o Provide a learning environment of high student accountability in reading that is student-centered and aligned with the school’s academic goals and specified objectives.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Provide direction and leadership within the school and classroom by displaying deep and effective working knowledge of the reading process and demonstrating best practices relating to teaching, intervention, and instructional techniques in content area text. o Maintain, disaggregate, and provide progress-monitoring reports, reading records, benchmark data, and other student records as required by district or state regulatory guidelines and company policy and procedures. o Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals. o Participate in professional development courses or activities to maintain appropriate certification or credentials based on position. o Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. o Performs all other duties as assigned, which are aligned in accordance with company policy and procedures that ensure educational goals are achieved. <p>KNOWLEDGE AND SKILLS REQUIRED</p> <ul style="list-style-type: none"> o Knowledge of the principles of secondary education o Knowledge of curriculum and instructional theory o Knowledge, skills and ability to analyze and use data to drive program improvement o Ability to communicate effectively both orally and in writing <p>EDUCATION AND EXPERIENCE REQUIRED</p> <ul style="list-style-type: none"> o Bachelor's degree or higher from an accredited institution in Education or related field o ESOL K-12 Certification or endorsement o Minimum one (1) year high school teaching o Previous experience and/or the ability to work with overage and at-risk youth is preferred.

<p>Ramirez, James</p>	<p>Teacher, ESE</p>	<p>Primary Responsibilities:</p> <p>Provide a learning environment of high student accountability that is student-centered and aligned with the school's academic goals and specified objectives.</p> <p>Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques.</p> <p>Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals.</p> <p>Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures.</p> <p>Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals.</p> <p>Participate in professional development courses or activities to maintain appropriate certification or credentials based on position.</p> <p>Perform all other duties as assigned, which are aligned in accordance with</p>
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Name	Position Title	Job Duties and Responsibilities
		<p>company policy and procedures to ensure student educational and behavioral goals and objectives are achieved.</p> <ul style="list-style-type: none"> • Requirements <p>Job Requirements and Prerequisites:</p> <p>Bachelor’s degree in Education or related field from an accredited college or university is required.</p> <p>Appropriate Teacher’s certification.</p> <p>Knowledge of the principles of secondary education</p> <p>Knowledge of curriculum and instructional theory</p> <p>Knowledge, skills and ability to analyze and use data to drive program improvement</p> <p>Ability to communicate effectively both orally and in writing</p> <p>Previous experience and/or the ability to work with overage and at-risk youth is preferred.</p>
Randle, Shade	School Counselor	<p>The Family Support Specialist (Social Worker) is a grant funded position that is responsible for working in collaboration with professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families while modeling and enforcing company policies and procedures. The Family Support Specialist reports to the Regional Director or Executive Principal and works collaboratively with the entire staff, students, and their families to address, mitigate, and/or remove the personal, social, and behavioral barriers that prevent students from being successful.</p> <ul style="list-style-type: none"> • Requirements <p>PRIMARY RESPONSIBILITIES:</p> <ul style="list-style-type: none"> o Coordinate, develop, and implement support systems to meet students’ social, emotional, behavioral, medical, financial, and life skills or other needs in alignment with the School’s vision and mission. o Use counseling strategies or ensure that on-site providers use counseling strategies to help students so they can be emotionally and socially prepared to maximize their instructional time. o Build and maintain positive, cooperative, and effective relationships and conduct skill-building seminars with staff, students, families, community, and colleagues. o Secure MOU’s with local colleges and universities to establish ALS schools as clinical internship sites for students in the schools of Social Work, Mental Health, School Counseling and any other related programs. Perform all required tasks relating to the supervision of clinical interns in each of these programs. o Support the student orientation process. o Effectively document all services provided to students and families as defined by ALS policies and procedures and any other regulatory reporting requirements. o Responsible for leading all tasks and initiatives defined by the School’s Mental Health Plan to include all required outcome reporting.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Stay abreast and informed of current trends, research, and community agency providers and keep teachers, staff, and administrators informed of same. o Perform all other duties as deemed necessary, which are aligned in accordance with Company’s policies and procedures to ensure student educational and behavioral goals and objectives are achieved. <p>Knowledge of</p> <ul style="list-style-type: none"> o Counseling and/or social work theory and practice o School, local, state, and federal policies and laws relevant to student services, including Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPPA), child abuse, and bullying/ harassment o Community social and family resources, trends, and opportunities o Correct English usage, grammar, spelling, punctuation and vocabulary o Record-keeping techniques o Oral and written communication skills o Telephone techniques and etiquette

Williams, Nadine	Other	<p>The Mathematics Interventionist is responsible for coaching, motivating, and instructing high school students within the company model, with attention given to math interventions and instruction that results in high school graduation and career or college readiness for our students. The Mathematics Intervention Specialist works closely with the entire staff to help ensure student progress and increase math outcomes.</p> <ul style="list-style-type: none"> • Requirements <p>PRIMARY RESPONSIBILITIES:</p> <ul style="list-style-type: none"> o Provide a learning environment of high student accountability that is student-centered and aligned with the school’s academic goals and specified objectives. o Provide direction and leadership within the classroom by displaying an effective working knowledge of the subject matter and by demonstrating best practices relating to teaching/instructional techniques. o Assist in all initiatives to ensure school meets defined FTE enrollment and attendance goals. o Maintain progress monitoring reports, attendance and behavioral records, academic grades, and other student records as required by state regulatory guidelines and company policy and procedures. o Collaborate effectively and professionally with peers to develop, plan, and implement best educational practices based upon the individual academic needs of the students that are aligned with company goals. o Participate in professional development courses or activities to maintain appropriate certification or credentials based on position. o Perform all other duties as assigned, which are aligned in accordance with company policy and procedures to ensure student educational and behavioral goals and objectives are achieved. <p>REQUIRED KNOWLEDGE, SKILLS AND ABILITIES:</p> <ul style="list-style-type: none"> o Knowledge of the principles of secondary education.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> o Knowledge of curriculum and instructional theory. o Knowledge, skills and ability to analyze and use data to drive program improvement. o Ability to communicate effectively both orally and in writing. <p>JOB REQUIREMENTS AND PREREQUISITES</p> <ul style="list-style-type: none"> o Bachelor’s degree in Education or related field from an accredited college or university is required. o Appropriate Teacher’s certification. o Previous experience and/or the ability to work with over-age and at-risk youth is preferred

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.

Meetings for the stakeholders will take place in October, November, December and February. ust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.

1B: Stakeholder Involvement

- The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.
- Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.
- Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.
- A District Migrant Liaison works with our ESOL Coordinator and ESOL School Counselor to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.
- A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently
- Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District’s Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. We employ:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Edmentum Assessments , Reading Plus Diagnostics, Florida Standard Assessments, and End of Course assessments. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing.

In addition, we closely monitor the Acceleration and the Graduation Rate of our students.

Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, the Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings. Teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed.

Employing monitoring will allow us to adjust the instructional focus for remediation, remediating deficiencies before they become substantial.

We plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

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	Yes

2022-23 Minority Rate	86%
2022-23 Economically Disadvantaged (FRL) Rate	26%
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)* 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: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
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*		52	50		55	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	4	38	38	27	42	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	20	68	64	30	43	40			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*	19	67	66	25	53	48			
Middle School Acceleration					46	44			
Graduation Rate	8	90	89	21	65	61	23		
College and Career Acceleration	22	71	65	19	69	67	12		
ELP Progress	38	40	45	25					

* 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	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	111
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	8

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	25
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	147
Total Components for the Federal Index	6
Percent Tested	89
Graduation Rate	21

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	3	Yes	4	4
ELL	23	Yes	4	4
AMI				
ASN				
BLK	16	Yes	4	4
HSP	13	Yes	4	4
MUL				
PAC				
WHT	8	Yes	4	4
FRL	16	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	11	Yes	3	3
ELL	18	Yes	3	3
AMI				
ASN				
BLK	19	Yes	3	3
HSP	26	Yes	3	3
MUL				
PAC				
WHT	16	Yes	3	3
FRL	18	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				4			20	19		8	22	38
SWD											1	
ELL											2	38
AMI												
ASN												
BLK				8				20			4	29
HSP											1	
MUL												
PAC												
WHT											1	
FRL										25	2	

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				27			30	25		21	19	25
SWD										11		
ELL										10		25
AMI												
ASN												
BLK										20	18	
HSP										21	31	
MUL												
PAC												
WHT										25	7	
FRL										18	18	

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										23	12	
SWD										14		
ELL										15		

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										18	11	
HSP										19	9	
MUL												
PAC												
WHT										34	14	
FRL										20	12	

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	12%	50%	-38%	50%	-38%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	48%	-33%	50%	-35%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	63%	-51%	63%	-51%

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.

FY23 FY22 FAST FSA and EOC Dashboard Score of 3+

ELA

SWDs 0% 0%

Non SWD 10.8% 21.4%

ELLs 0% 0%

Non ELLS 17.2% 17.6%

Black 0% 0%

Hispanics 5.3% 0%

FRLs 6.3% 14.3%

Math

SWDs 0% 9.1%

Non SWD 8.9% 10.3%

ELLs 4.3% 0%

Non ELLS 8.0% 8.6%

Black 2.3% 3.8%

Hispanics 8.3% 15.0%

FRLs 4.9% 5.8%

White 7.7% 0%

Science

SWDs 9.1% 0%

Non SWD 17.9% 12.5%

ELLs 0% 0%

Non ELL 18.2% 11.8%

Black 20.0 % 0%

Hispanics 0% 0%

FRLs 7.7% 9.5%

Non FRLs 19.2% 14.3%

US History

SWDs 14.3% 16.7%

ELLs 0% 0%

Non ELLS 16.4% 18.5%

Black 9.7% 11.8%

Hispanics 21.1% 27.8%

FRLs 30.0% 17.1%
 Non FRLs 7.0% 22.2%

Since we are a drop out prevention program, our overarching academic goal is to increase the graduation rate, so we decided to examine the scores of 3+ on the assessments listed above. Students complete the required credits for graduation but passing the state assessments is a stumbling block for them since they arrive at our school significantly behind in their reading grade levels. When looking at the FAST ELA data throughout the FY23 school year we see a variety of declines. The scores on the SY23 ELA FAST data for the SWD sub group dropped compared to the SY22 FAST. When looking at the scores on the SY23 FAST data for the ESE sub group there was a decline compared to the SY22 Assessment.

When looking at our ELL group we did not see a passing score in either year. Our Non ELLS saw a slight decrease as well.

We feel the decline in our SWDs is a trend and we need to focus additional support. We also need to ensure we continue to support our ELLs with strategic interventions.

We attribute these declines to the turnover in ESE teachers at our school. Unfortunately, we had vacancies and this affected us. Another concern was that we had many new teachers in the school. We need to implement a stronger coaching and mentoring program to help develop and support teachers. Our goal is to work closely with the ESE and ELL personnel at the corporate and district level to further ensure our teachers are receiving all the support they need to ensure student growth and achievement. We will ensure teachers are focused and aligned on the review of data and best practices. We will foster collaboration and data-focused conversations to monitor student progress.

Based on this data trend our focus will be to diminish students scoring below a three on the assessments as well as increase in learning gains and achievement. Our data trends show additional support is needed in all content areas. Math, ELA, reading, science, and social studies teachers will focus on remediation of standards. We will specifically focus on our ESSA identified subgroups - ELL and SWD students who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

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

2023 2022

ELA

SWDs 0% 0%

Non SWD 10.8% 21.4%

ELLs 0% 0%

Non ELLS 17.2% 17.6%

Black 0% 0%

Hispanics 5.3% 0%

FRLs 6.3% 14.3%

Math

SWDs 0% 9.1%

Non SWD 8.9% 10.3%

ELLs 4.3% 0%

Non ELLS 8.0% 8.6%

Black 2.3% 3.8%

Hispanics 8.3% 15.0%

FRLs 4.9% 5.8%

White 7.7% 0%

Science

SWDs 9.1% 0%
 Non SWD 17.9% 12.5%
 ELLs 0% 0%
 Non ELL 18.2% 11.8%
 Black 20.0 % 0%
 Hispanics 0% 0%
 FRLs 7.7% 9.5%
 Non FRLs 19.2% 14.3%

US History
 SWDs 14.3% 16.7%
 ELLs 0% 0%
 Non ELLS 16.4% 18.5%
 Black 9.7% 11.8%
 Hispanics 21.1% 27.8%
 FRLs 30.0% 17.1%
 Non FRLs 7.0% 22.2%

The greatest need for decline is across ELA was for Non SWD and FRLs. . In FY23, we show: 10.8% in Non SWD and in 2022 we show 21.4%. The greatest decline in Math was for SWD. In 2023 we show 0% and in 2022 we show 9.1%. The greatest decline in US History was for Non FRLs. In 2023 we show 7.0% and in 2022 we show 22.2%. The contributing factors to the decline was participation in in school tutorials through our interventionists, student absences hands-on learning, and small group instruction. We are a small school with only 11 teachers and most of them were new last year. That was a significant reason for the drop in our scores. Additionally, we did not hire a new mathematics and reading interventionist until the middle of the 2022-2023 school year.

One area of concern that we found in comparison to the previous years showed a limited number within our ELL and SWD subgroups in passing the required assessments. The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

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.

When looking at the FAST Progress Monitoring data for Window 3 we see the following data.

School State
 ELA Achievement
 9th 11 48
 10th 14 50
 Algebra 13 51
 Geometry 5 49
 Biology 15 63
 US History 14 63

The data shows we have grossly underperformed in all areas due to the fact that we are a drop out prevention program. This would definitely align with the issues we have seen with all of our our ESSA identified subgroups. Contributing factors were there were many new teachers and we hired our interventionists during the school year and not a at the beginning so this placed our students behind in the remedial interventions that they needed.. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of our online program.. Also data shows that some of our new teachers were unclear of the use of best practices and the proper accommodations for the subgroups.

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

2023 2022

ELA

SWDs 0% 0%

Non SWD 10.8% 21.4%

ELLs 0% 0%

Non ELLS 17.2% 17.6%

Black 0% 0%

Hispanics 5.3% 0%

FRLs 6.3% 14.3%

Math

SWDs 0% 9.1%

Non SWD 8.9% 10.3%

ELLs 4.3% 0%

Non ELLS 8.0% 8.6%

Black 2.3% 3.8%

Hispanics 8.3% 15.0%

FRLs 4.9% 5.8%

White 7.7% 0%

Science

SWDs 9.1% 0%

Non SWD 17.9% 12.5%

ELLs 0% 0%

Non ELL 18.2% 11.8%

Black 20.0 % 0%

Hispanics 0% 0%

FRLs 7.7% 9.5%

Non FRLs 19.2% 14.3%

US History

SWDs 14.3% 16.7%

ELLs 0% 0%

Non ELLS 16.4% 18.5%

Black 9.7% 11.8%

Hispanics 21.1% 27.8%

FRLs 30.0% 17.1%

Non FRLs 7.0% 22.2%

We had a gain in ELA scores for Hispanics (0% to 5.3%). This is due to the first full year of having an

instructional assistant whose main focus was to work with our ESOL population. For the current school year, this person was elevated to ESOL teacher and we are hiring an instructional assistant so we will have two people providing additional support for our ESOL population. In mathematics, we saw gains with our White and ESOL population. Like the new instructional assistant position last year, we hired a mathematics interventionist who helped our students tremendously! In science, we had six sub groups increase. This was due to having two science teachers in the building for half the year. One served in the classroom and the other was switched to serve as our career coach in February. We had an increase in credit earning for the entire school and we had a bump up in US History and showed gains with our FRL population.

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

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

Options are below (choose two)

X 10% or more Absence

? Suspensions

? Level 1 State Assessments ELA & Math

? Course Failures

X Reading Deficiency

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

1. Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.
2. Continue double down model in all ELA/Math classrooms (interventionists) focusing on the needs of our ESSA-identified subgroups.
3. Continue to push in the model for ELA and Math for SWDs and ELLs (ESE and ESOL teachers) ELA Achievement Growth for SWD & Blacks- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.
4. We plan to ensure that teachers are provided with collaborative planning time focused on improving student performance in all academic areas.
Develop a collaborative culture of learning and improvement.
5. Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
6. Learn from one another and give constructive feedback through a safe protocol that can move the work forward
7. Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
Communicate with and gather input from students, parents, and community partners about reform efforts

Area of Focus

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

#1. 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.

ELA

SWDs 0% 0%

Non SWD 10.8% 21.4%

ELLs 0% 0%

Non ELLS 17.2% 17.6%

Black 0% 0%

Hispanics 5.3% 0%

FRLs 6.3% 14.3%

Math

SWDs 0% 9.1%

Non SWD 8.9% 10.3%

ELLs 4.3% 0%

Non ELLS 8.0% 8.6%

Black 2.3% 3.8%

Hispanics 8.3% 15.0%

FRLs 4.9% 5.8%

White 7.7% 0%

Science

SWDs 9.1% 0%

Non SWD 17.9% 12.5%

ELLs 0% 0%

Non ELL 18.2% 11.8%

Black 20.0 % 0%

Hispanics 0% 0%

FRLs 7.7% 9.5%

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US History

SWDs 14.3% 16.7%

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Non ELLS 16.4% 18.5%

Black 9.7% 11.8%

Hispanics 21.1% 27.8%

FRLs 30.0% 17.1%

Non FRLs 7.0% 22.2%

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard. In mathematics we had the lowest achievement level, many had a mark of needing improvement in math. This continues to be the biggest barrier to getting our students to graduate. With this being the second year for our mathematics interventionist and the hiring of a tutor, this should help our

students. Ensuring teachers receive the adequate training and supports towards great instruction will lead towards positive learning gains and improvements school wide especially in numeracy and literacy.

Measurable Outcome:

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

Student Outcomes:

By February 2024, we will increase the overall percentage of students making learning gains by 10% on the ELA and Mathematics FAST assessments.

By March 2024, we will significantly increase the number of students by making gains in passing scores by 15 on the SAT and ACT assessments in order for students to ascertain a concordant score for the FAST. This also applied to the PERT testing program.

Teacher Practice Outcomes:

By February of 2024, 50% of our teachers will effectively utilize the Edmentum model and Reading Plus program, by ensuring specific focus on the “you do” of the model, to ensure students can independently work on tasks to demonstrate understanding of the standard.

By May 2024, 90% will be effectively utilizing our EIS model, by ensuring specific focus to ensure students can independently work on tasks to demonstrate understanding of the standard.

Coaching Outcomes:

Our leadership team will observe teachers to determine their knowledge and implementation of the EIS Model. Support for our teachers will come from our leadership team and appropriate corporate leads.

By February 2024, 50% of our teachers will show improvement in adhering to our model with support from our leadership team as noted in their professional growth plan.

By May 2024, 90% of our teachers will show improvement in adhering to our model with support from our leadership team as noted in their professional growth plan.

Monitoring:

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

We will target and monitor all students in our subgroups by examining their progress in credit earning in APEX/Edmentum, by analyzing their leveling progress in Reading Plus, and comparing how they have done on state assessments throughout the school year.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Progress Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Quantum High School we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team: Principal and Assistant Principal We will target and monitor all of our subgroups by meeting bi-weekly to examine each student's progress as it relates to credit earning and grade level in Reading Plus. This will include all teachers, mathematics interventionists, and reading interventionists.

All of the outcomes listed above will impact our low-performing students in a positive way due to the specific interventionists that will be utilized throughout the school year. Our data will clearly show how each student in the low-performing subgroup will be measured.

Person responsible for monitoring outcome:

Ronald Mccarthy (ronald.mccarthy@pbcharterschools.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.)

1. Graduation Coach

Graduation Coach will work with all teachers to enhance the likelihood of students success on the ACT, SAT, and all assessments that students have to pass in order to graduate.

2. Reading Interventionist

The reading interventionist will work with teachers to support them in ensuring that all students are leveling up in Reading Plus and support students with small group instruction for literacy.

3. Math Interventionist

The Mathematics interventionist will work with teachers to support them in ensuring that all students are prepared for the mathematics assessments and are making progress in all of their mathematics courses and support students with small group instruction for numeracy.

Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing reading and mathematics data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation. Practice books for ACT and SAT will be purchased for students to use with their teacher and interventionists.

Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.

The small group mathematics instruction has aided in significantly increasing student achievement when the programs used with fidelity.

The Reading Plus program is an effective tool that enables teachers to differentiate instruction based on a student's specific area of need.

PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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.

Graduation Coach

Development of a PLC schedule to include all content area teachers and resource teachers.

2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

3. Two interventionists and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction.

4. Graduation coach and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to

plan and develop lessons focused on strategies aligned to the standards.

5. Interventionists will build professional learning opportunities for teachers to utilize research-based strategies.

6. Additional support will be provided to staff members in ACT and SAT assessments.

Person Responsible: Tamara Barker (tamara.barker@pbcharterschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. The graduation coach will support teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/buddy support. PLC's and PD will continue throughout the school year.

Reading Interventionist will assist all classroom teachers with this plan.

1. Students will be assessed using the GAIN assessment and English Language Arts. Teacher and Reading Interventionist will utilize Differentiated Instruction strategies and small group instruction in all ELA courses.

2. Teachers will analyze student data to determine strengths and weaknesses in content area.

3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.

4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Ronald Mccarthy (ronald.mccarthy@pbcharterschools.org)

By When: This will be determined by the reading interventionist. Small group instruction will begin within the first two weeks of school. Teachers will review data from Fy23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Mathematics Interventionist

1. Analyze student data to determine students for tutorial groups and the support necessary.

2. Choose research-based supplemental materials and resources to during tutorials.

3. Analyze teacher classroom data to determine who will be tutors.

4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.

5. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies (depending upon funding) based on the results from FY23 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD

Person Responsible: Nadine Williams (nadine.williams@pbcharterschools.org)

By When: Tutorials will begin during the first week. Participants will be chosen based on data. Grouping is based on need and separated by content. Tutorials will continue through May of 2024.

#2. 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.

Data showing student retention from year to year:

FY 16 55.3%

FY 17 46%

FY 18 58.9%

FY 19 60.4%

FY 20 69.1%

FY 21 62.7%

FY 22 51.2%

FY 23 51.3%

Measurable Outcome:

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

The goal is to retain 70% of our students for the 2023- 2024 school year and improve upon our retention rate of 52% during the 2022-2023 school year. This will impact our low-performing groups due to our commitment to ensuring that they are present in school and participating in their academic activities. During the 2022-2023 school year, student retention for our low-performing subgroups gradually decreased. Our positive outcome in the area will have a ripple effect on our final number of graduates.

By May 2024, we will increase the retention of all students by 10% and reduce by 5% attendance issues for all students.

Connected to the previous outcome, it is our goal to increase the number of graduates from 55 in 2023 to 80 in 2024.

Our students graduate each month. As soon as they finish all of their courses and pass the state assessments they "graduate". It is our goal to graduate at least 10 students per month on average.

Monitoring:

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

Provide teachers with professional development to understand strategies surrounding retention.

Ensure all expectations are clearly explained and understood by all stakeholders.

Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching.

Ensure the school has postings of the attendance and retention expectations in all common areas and in classrooms

Monitoring of student retention is done through parent meetings, collaboration and developing action plans.

The attendance coordinator and social workers meet weekly to review the consecutive absence list. Once students have reached three i absences, we begin the communication process with parents; phone calls, letters, and home visits.

Person responsible for monitoring outcome:

Joseph Roberts (joseph.roberts@pbcharterschools.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.)

What is the evidence-based interventions you will use to see the improvements for your Area of Focus?

1. Schoolwide Retention Plan
2. Schoolwide Attendance Plan
3. Use of student ambassadors for new students
4. Parent Involvement

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

What are the evidence-based interventions you will use to see the improvements for your Area of Focus?

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance/Retention Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.
3. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school

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.

Attendance Coordinator

1. Development of a PLC schedule to include all teachers and resource teachers.
2. The PLCs/PD sessions will focus on retention/attendance data analysis and effective strategies based on students' needs
3. The attendance coordinator, assistant principal, and graduation coach will develop and implement the coaching cycle to build teachers capacity to build positive relationships with students and families to enhance their staying in school and graduating.
4. Graduation coach, ESOL teacher, and resource teachers will assist classroom teachers with strategies to solidify home-school partnerships Our student retention is recorded and sent to all principals and assistant principals on a daily basis. That is then shared with all staff members and the attendance coordinator and FSS meet with the principal to plan around how to get the students back in the building. Text messages, phone calls, and home visits are used to try to get students to attend school.

Person Responsible: Joseph Roberts (joseph.roberts@pbcharterschools.org)

By When: Strategies will be determined based on retention data of each classroom. The attendance coordinator will support teachers by focusing on student attendance/retention data analysis and effective practices.

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)).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement. We have worked with the district as it related to school leadership, ESOL students, ESE students and teacher quality. School personnel meet and communicate periodically with district personnel to ensure that we are providing the same rigorous standards of performance for our staff and curriculum for our students.

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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: Graduation: Graduation				\$71,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	3401 - Quantum High School	UniSIG	1.0	\$52,000.00
			<i>Notes: Math Interventionist to assist lowest 25% of students with their math skills. 1.0 x \$52,000 = \$52,000.</i>			
	5100	390	3401 - Quantum High School	UniSIG		\$3,978.00
			<i>Notes: Benefits for Math Interventionist: \$52,000 * 7.65% benefits = \$3,978.</i>			
	5100	390	3401 - Quantum High School	UniSIG		\$14,859.17
			<i>Notes: Instructional Materials: SAT Total Prep 2023-2024 workbook 213 x \$35.48 = \$7,557.24. Official ACT Prep Guide 2023 - 2024 workbook 213 x \$34.20 = \$7,284.60. Total = \$14,859.17.</i>			
	5100	390	3401 - Quantum High School	UniSIG		\$412.83
			<i>Notes: Parent Training Materials: Raising Them Ready - book to share with parents. 27 x \$15.29 = \$412.83.</i>			

2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$71,250.00

Budget Approval

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

No