Academic Solutions High School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Academic Solutions High School

2000 W COMMERCIAL BLVD, Ft Lauderdale, FL 33309

www.asacharterschools.org

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Kinlock, Andrew	Principal	Provide expertise and guidance to the educational organization • Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans
Patel, Meera	Other	Maintaining a focus on improving student learning that permeates all levels of the school ? Maintaining high expectations for student achievement ? Using data to inform decision-making about teaching and learning ? Support a student learning community that includes student involvement ? Builds positive relationships with students and parents ? Fully embraces the mission and philosophy of the School ? Provides leadership and support in the development and implementation of annual School goals and objectives ? Hires, trains and evaluates staff ? Plans and coordinates staff development opportunities for staff ? Communicates and implement School's policies ? Monitors and supervises the overall day-to-day School operations ? Serves as a liaison between district, community agencies, businesses and organizations ? Monitors student data reports and submits in a timely fashion all required reports to the state ? Maintains discipline and the School Code of Conduct in all applicable situations ? Abides by the policies, directives, and guidelines as stated in the employee manual ? Performs additional duties as deemed necessary
Peterson, Debra		• Provide expertise and guidance to the educational organization • Develop, review, and enhance curriculum and instructional materials • Ensure curriculum alignment with educational standards • Focus on creating up-to-date, effective, and student-specific curriculum • Offer insights on pedagogical approaches and assessment strategies • Advise on technology integration and teacher professional development • Contribute to improving the overall quality of education • Assist educational organization in designing and implementing effective curriculum plans

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Step 1: Identifying Key Stakeholders
• School Leadership Team: The principal, vice-principal, and department heads.
• Teachers and School Staff: All teachers, counselors, and support staff.
• Parents and Families: Extended family members, grandparents, and guardians.
• Business or Community Leaders: Local business owners and community leaders who are involved in education advocacy.
Step 2: Conducting Stakeholder Meetings
• Regular communication with parents, community members, and other stakeholders to keep them informed of the institution's priorities and goals.
• Collaborating with community organizations, businesses, and government agencies to address the needs of the learners and community.
• Encouraging stakeholders to provide feedback and suggestions to help improve the institution.
Step 3: Gathering Input
• Surveys were distributed to parents and families to collect their insights into their children's educational experience and their concerns.
• Teachers and staff participated in focus groups where they could freely express their observations and suggestions.
• Student representatives gathered input from their peers through discussions and surveys.
Step 4: Analyzing and Synthesizing Feedback
• Common themes emerged, such as the need for more resources for extracurricular activities, concerns about student engagement, and a desire for stronger community partnerships.
Step 5: Prioritizing Needs and Goals
• After analyzing the feedback, the school leadership team worked collaboratively to prioritize the most critical needs and goals. In this case, it was clear that improving student engagement and expanding extracurricular opportunities were top priorities.
Step 6: Developing the SIP
• With the identified priorities in mind, we crafted a draft SIP that included specific action plans. For instance, we planned to create new after-school clubs and strengthen ties with local businesses to offer mentorship programs.
Step 7: Reviewing and Validating Stakeholders
• We shared the draft SIP with stakeholders in various ways, including virtual meetings.
• Parents, teachers, and community leaders had the opportunity to provide input and suggestions, which we carefully considered.
Step 8: Finalizing the SIP
• We incorporated the valuable input received and adjusted the SIP accordingly. This helped ensure it truly reflected our shared goals and priorities.
Step 9: Submitting the SIP
• The finalized SIP was submitted to the district education authorities, where it was reviewed and approved in alignment with ESSA guidelines.
Step 10: Implementation and Monitoring
• We began implementing the SIP strategies, including launching new clubs and strengthening community partnerships.
• Regular progress reports were shared with stakeholders, maintaining transparency and accountability.
Step 11: Communication and Transparency
• Throughout the process, we kept stakeholders informed through newsletters, virtual town hall

meetings, and updates on the school's website.

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

SIP Monitoring

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

Step 1: Data Collection and Analysis:

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

Step 2: Continuous Data Review:

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

Step 3: Progress Reports:

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

Step 4: Stakeholder Feedback:

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

Step 5: Data-Driven Decision-Making:

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

Plan Revision for Continuous Improvement:

Step 6: Bi-Annual Reviews:

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

Step 7: Identify Needed Revisions:

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

Step 8: Revision and Adjustment:

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

Step 9: Communication of Changes:

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

Step 10: Continuous Monitoring:

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

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

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2020-21: MAINTAINING 2018-19: MAINTAINING 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
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	

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*	8	50	50	20	52	51	0		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		36	38	4	41	38	20		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		60	64	9	35	40			
Social Studies Achievement*		66	66	10	51	48	10		
Middle School Acceleration					50	44			
Graduation Rate	14	90	89	14	54	61	30		
College and Career Acceleration		61	65		66	67	19		
ELP Progress	27	50	45						

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	16
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	49
Total Components for the Federal Index	3
Percent Tested	92
Graduation Rate	14

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	11

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	57
Total Components for the Federal Index	5
Percent Tested	41
Graduation Rate	14

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	1	1
ELL	23	Yes	1	1
AMI				
ASN				
BLK	11	Yes	4	4
HSP	22	Yes	2	2
MUL				
PAC				
WHT				
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				
ELL				
AMI				
ASN				
BLK	2	Yes	3	3
HSP	21	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	8	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	8									14		27
SWD											1	
ELL											2	27
AMI												
ASN												
BLK											1	
HSP											2	33
MUL												
PAC												
WHT												
FRL	9										3	27

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	20			4			9	10		14		
SWD												
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK				0						4		
HSP										21		
MUL												
PAC												
WHT												
FRL										8		

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	0			20				10		30	19	
SWD												
ELL												
AMI												
ASN												
BLK	0									27		
HSP										23		
MUL												
PAC												
WHT												
FRL										26	18	

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	10%	49%	-39%	50%	-40%
09	2023 - Spring	10%	49%	-39%	48%	-38%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	48%	-41%	50%	-43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	12%	46%	-34%	48%	-36%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	63%	-45%	63%	-45%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	62%	-40%	63%	-41%

III. Planning for Improvement

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

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

The data component that demonstrated the lowest performance last year was "Math Achievement" in 2022, scoring 4. The contributing factors to this low performance include:

Curriculum and Instructional Challenges:

The school's math curriculum and instructional methods did not effectively support student learning. The lack of alignment with state standards and insufficient resources hindered student progress.
Teacher Qualifications and Training:

A shortage of highly qualified math teachers impacted student achievement. Insufficient teacher training and professional development in effective math instruction contributed to lower scores.
Student Engagement and Support:

Inadequate student engagement and support for struggling students played a significant role. Students who did not receive sufficient assistance tailored to their individual learning needs faced challenges in

math.
Parental Involvement:

Limited parental involvement contributed to the low performance. The absence of strong support and encouragement from parents resulted in decreased motivation and commitment from students.
Assessment and Data Analysis Practices:

Ineffective assessment practices and data analysis hindered the identification of specific areas needing improvement. Without accurate data, it became challenging to implement targeted interventions.
Historical Trends:

Examination of historical data indicates that the low math achievement in 2022 is part of a broader trend rather than an isolated incident. Identifying patterns over time is crucial for understanding the root causes of persistent issues.

Addressing these contributing factors and implementing targeted interventions is crucial to improving math achievement. Continuous monitoring and adjustments to instructional strategies based on data analysis are essential components of a comprehensive improvement plan.

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

In the analysis of ELA (English Language Arts) Achievement data, the following percentages were observed for the "School" component in the specified years:

School:
2019: The ELA Achievement percentage for the school was 15%.
2022: The ELA Achievement percentage increased to 20%.
Change: There was a positive change of 5 percentage points from 2019 to 2022.

The notable increase in ELA Achievement at the school level from 15% in 2019 to 20% in 2022 can be attributed to a series of strategic changes and improvements implemented within the educational framework.

Revised and Tailored Curriculum:

The introduction of a revised and tailored ELA curriculum, designed to align with academic standards, promote deeper understanding, and engage students in more meaningful ways.

Professional Development Initiatives:

Substantial investment in professional development programs for educators, empowering them with innovative teaching methods, differentiated instruction techniques, and strategies to cater to diverse learning needs.

Data-Driven Instructional Practices:

Implementation of data-driven instructional practices, allowing teachers to analyze student performance data, identify areas for improvement, and adapt teaching strategies in real-time to address specific needs.

Student-Centric Approaches:

Adoption of student-centric approaches, such as project-based learning, collaborative activities, and individualized support, fostering an environment that encourages active student participation and understanding.

Integration of Technology:

Seamless integration of technology tools and resources into the classroom, providing students with enhanced learning experiences, additional support, and access to interactive and multimedia-rich educational content.

Support for Diverse Learners:

Implementation of targeted strategies to support diverse learners, acknowledging and addressing various learning styles, linguistic backgrounds, and academic abilities within the student population.

Positive School Culture Initiatives:

Implementation of initiatives to cultivate a positive school culture, where students feel safe, valued, and motivated to excel academically, thereby contributing to a conducive and inspiring learning environment.

Targeted Intervention Strategies:

Introduction of targeted intervention strategies to provide additional support for students who may require it, ensuring that individualized approaches are implemented to address specific 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.

The data component that had the greatest gap when compared to the state average was "ELA Achievement" in 2022. The school scored 20, while the state average was 52. The contributing factors to this significant gap are as follows:

Curriculum and Instructional Challenges:

Ineffective implementation of the ELA curriculum or instructional methods may have resulted in a gap between the school's performance and the state average.

Teacher Qualifications and Training:

A shortage of highly qualified ELA teachers, coupled with insufficient teacher training, could have impacted the school's ability to match the state average.

Student Engagement and Support:

Inadequate student engagement and support for struggling students may have widened the gap. Insufficient resources to address individual learning needs might have contributed to lower ELA scores.

Parental Involvement:

Limited parental involvement can result in less support and motivation for students to excel in ELA. The absence of strong encouragement from parents may have contributed to the performance gap.

Historical Trends:

Examination of historical data revealed a persistent gap in ELA achievement compared to the state average. Identifying trends over time is crucial for understanding the root causes of the widening gap. Addressing these contributing factors and implementing targeted interventions is crucial to narrowing the gap between the school's ELA achievement and the state average. Continuous monitoring and adjustments to instructional strategies based on data analysis are essential components of a comprehensive improvement plan.

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

The data component that showed the most improvement from 2019 to 2022 is "ELA Learning Gains." The score increased from 28 to 54, indicating a significant enhancement in students' learning gains in English Language Arts.

Actions the school took in the area of ELA Learning Gains to achieve this improvement:

Curriculum and Instructional Changes:

The school implemented concrete enhancements to its ELA curriculum and instructional strategies, aligning them more closely with state standards and best practices. This targeted approach aimed to address specific areas of weakness identified in previous assessments.

Professional Development:

The school invested significantly in professional development for ELA teachers. This initiative focused on improving their teaching methods, staying updated on the latest developments in ELA education, and enhancing their ability to support student learning gains effectively.

Data Analysis:

Effective data analysis played a crucial role in identifying areas where students were struggling. The school utilized this information to inform targeted interventions, tailoring instructional approaches to address specific learning needs.

Targeted Support:

The school implemented focused interventions to support students, particularly those in the lowest 25th percentile. Additional tutoring, personalized learning plans, and support services were provided to ensure that struggling students received the attention and resources needed for improvement.

Parental Involvement:

Efforts to engage parents in their children's ELA education were intensified. The school implemented workshops, information sessions, and communication strategies to enhance parental involvement, leading to increased support and motivation for students.

Collaborative Efforts:

Collaborative efforts among teachers, administrators, and support staff were actively fostered. This collaborative approach aimed to create a supportive and cohesive learning environment that positively impacted ELA Learning Gains. These specific actions collectively contributed to the significant

improvement observed in ELA Learning Gains. The school's proactive and targeted strategies in curriculum, professional development, data analysis, support services, parental involvement, and collaborative efforts played a pivotal role in achieving positive outcomes in this component.

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

n/a

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

Ranking the highest priorities for school improvement in the upcoming school year:

Math Achievement Improvement:

Implement targeted actions to address the significant gap in Math Achievement compared to the state average. This includes a comprehensive review of the math curriculum, intensive teacher professional development in math instruction, and the allocation of resources to enhance math education.

ELA Achievement Sustained Growth:

Ensure sustained growth in ELA Achievement by maintaining and strengthening effective instructional strategies. Support teachers in ELA, address any identified curriculum or resource gaps, and provide ongoing professional development to sustain and build upon the positive trends in ELA Learning Gains.

Data-Driven Decision Making:

Implement and enhance a robust data analysis and data-driven decision-making process. Regularly analyze data to identify specific areas of improvement, track progress, and implement evidence-based interventions. This priority ensures that decision-making is informed by real-time, actionable data.

Community and Parental Engagement:

Actively engage with the community and parents to build strong support for school improvement efforts. Foster collaboration with community resources and volunteers, conduct workshops and information sessions, and create an inclusive environment that encourages involvement from all stakeholders.

Teacher Professional Development:

Prioritize ongoing professional development for teachers, with a specific focus on math and ELA. Ensure that teachers receive high-quality training to enhance their skills and stay updated on best practices. Providing teachers with the necessary resources and support is crucial for effective classroom instruction.

These priorities are grounded in a thorough analysis of the school's unique context and the specific needs of the student population. Clear, measurable goals will be established for each priority, and regular assessments will be conducted to gauge progress and adjust strategies as needed, ensuring that improvement efforts are impactful and aligned with the school's overall objectives.

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.

Rationale:
The identification of positive culture and environment as a key area of focus for our Comprehensive School Improvement (CSI) initiative is grounded in the imperative to address the observed decline in ELA Achievement, specifically from 15% in 2019 to 20% in 2022.

Measurable Outcomes:
To ensure a holistic and inclusive improvement strategy, measurable outcomes will be established for various subgroups, acknowledging the need to close the achievement gap for all students. The data-driven focus will extend beyond the ELL subgroup to encompass other identified low-performing subgroups.

ELL Subgroup:

Increase ELA Achievement by 10% over the next academic year, aiming to close the achievement gap for English Language Learners.

Low-Income Subgroup:

Raise ELA Achievement by 8% within the next academic year, addressing the academic needs of students from low-income backgrounds.

Special Education Subgroup:

Achieve a 7% improvement in ELA Achievement within the next academic year, focusing on the unique requirements and support mechanisms for students with special needs.

Other Identified Subgroups:

Tailor measurable outcomes for additional subgroups identified through a comprehensive analysis of the data, ensuring that specific needs are addressed.

Strategies for Improvement:
To enhance the positive culture and environment, strategies will be implemented, including:

Professional Development:

Provide targeted professional development for educators to enhance their cultural competency, creating an inclusive learning environment for diverse backgrounds.

Student Engagement Initiatives

Implement initiatives to increase student engagement, including extracurricular activities, mentorship programs, and opportunities for student voice and leadership.

Data-Driven Decision-Making

Continuously analyze data to identify trends and adjust strategies accordingly, ensuring a responsive

approach to the evolving needs of subgroups. By addressing positive culture and environment with a focus on measurable outcomes for various subgroups, our CSI initiative aims to create an inclusive, supportive, and academically enriching environment for all students, thus closing the achievement gap across student populations.

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

Goal Statement:
By the end of the school year, English Language Learners (ELL) subgroup will demonstrate a 10% increase in ELA Achievement scores on state assessments compared to the baseline of the previous year.

SMART Criteria:

Specific:
The goal focuses on the ELA Achievement scores of the ELL subgroup.
The desired outcome is an 8% increase in scores.

Measurable:
ELA Achievement scores will be measured using state assessments.
The baseline will be established using the previous year's scores.

Achievable:
A 10% increase is deemed achievable through targeted interventions and support.

Relevant:
Improving ELA Achievement aligns with the overall objective of raising academic performance for ELL students
.
Time-Bound:
The goal is set for achievement by the end of the school year.

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

Monitoring Plan:

Data Analysis:
Regularly analyze ELA Achievement data for the ELL subgroup.
Conduct quarterly reviews to assess progress.

Progress Reports:
Generate and disseminate progress reports to teachers, administrators, and stakeholders.
Hold monthly meetings to discuss progress and make adjustments as needed.

Benchmark Assessments:
Administer benchmark assessments throughout the year to track interim progress.

Person responsible for monitoring outcome:

Andrew Kinlock (akinlock@asacharterschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Services, Evidence-Based Practices, and Programs:

ESL Instructional Support:
Provide additional ESL instructional support during regular classes.
Implement evidence-based ESL teaching strategies.

Small Group Tutoring:
Offer small group tutoring sessions focusing on ELA skills.
Utilize evidence-based literacy programs tailored for ELL students.

Professional Development:
Conduct professional development workshops for teachers focused on effective strategies for teaching ELL students.
Collaborate with ESL specialists to enhance teacher skills.

Cultural Competence Training:
Provide cultural competence training for teachers to better understand and address the unique needs of ELL students.

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

Action Steps:

Baseline Assessment:
Conduct a thorough baseline assessment of ELA Achievement scores for the ELL subgroup from the previous year.

Individualized Learning Plans:
Develop individualized learning plans for ELL students based on their specific needs and proficiency levels.

Regular Progress Monitoring:
Implement a system for regular progress monitoring, including formative assessments and teacher observations.

Parental Engagement:
Establish regular communication with parents of ELL students, providing updates on progress and resources for at-home support.

Adjust Interventions:
Based on quarterly reviews and benchmark assessments, adjust interventions and support strategies to address specific challenges.

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.

Principal
Collaborate to plan and organize professional development sessions for teachers on differentiated instruction and growth mindset strategies.

Curriculum Coordinator
Facilitate teacher training sessions and workshops on differentiated instruction and integration.

Teachers
Implement differentiated instruction practices in the classroom, adapting content, process, and product.

Teachers
Administer regular formative assessments to assess student progress and understanding.

Leadership Team
Conduct regular data review meetings to assess the effectiveness of the intervention.

School Principal
Foster open communication with teachers, students, and parents. Collect feedback and address concerns to ensure the intervention is responsive to the needs of the Black subgroup.

Conduct a mid-year assessment to measure progress toward the 10% reduction in the achievement gap.
Leadership Team
Evaluate the overall impact of the intervention on closing the achievement gap in Math Learning Gains.

Principal
Share progress and outcomes with the school community, parents, and relevant stakeholders to maintain transparency and accountability.

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

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

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school has implemented a comprehensive process to review and allocate school improvement funding, ensuring resources are strategically distributed based on identified needs. This rigorous approach aligns with the school's commitment to addressing the unique challenges faced by Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI) subgroups.

Review Process:

Data-Driven Assessment:
Conduct an in-depth data analysis to identify specific areas of need for CSI, TSI, and ATSI subgroups.
Utilize ESSA-mandated criteria and performance indicators to pinpoint academic and non-academic challenges.

Stakeholder Input:
Engage with stakeholders, including teachers, parents, and community members, to gather valuable insights into the needs of subgroups. Host regular feedback sessions to ensure diverse perspectives are considered in the resource allocation process.

Curriculum and Program Evaluation:
Evaluate existing curriculum and instructional programs to identify areas that require enhancement or modification. Ensure alignment with state standards and evidence-based practices.

Grant Utilization:
Clearly outline the grants and funding sources allocated for school improvement efforts, emphasizing transparency and accountability. Leverage federal, state, and local grants to supplement and enhance existing initiatives.

Resources Supporting School Improvement:

Targeted Academic Programs:
Implement evidence-based academic programs tailored to the specific needs of CSI, TSI, and ATSI subgroups.
Provide additional resources for literacy and numeracy support, focusing on individualized learning plans.

Professional Development Initiatives:
Allocate funds for ongoing professional development opportunities for teachers and staff, with a focus on addressing the unique challenges faced by subgroups. Prioritize training on culturally responsive teaching, differentiated instruction, and effective classroom management.

Community Support Initiatives:
Establish partnerships with community organizations to provide supplementary support services, such as after-school programs, tutoring, and mentoring. Engage community leaders to actively participate in school improvement initiatives.

Technology Integration:

Invest in technology resources to enhance virtual learning opportunities, especially for subgroups that may benefit from additional online resources. Ensure equitable access to devices and internet connectivity for all students.

Family Engagement Programs:
Develop and implement family engagement programs that encourage parental involvement in the learning process. Organize workshops, informational sessions, and events to build strong connections between families and the school.

Monitoring and Evaluation:

Regular Assessments:
Conduct regular assessments to measure the effectiveness of implemented programs and interventions.
Use formative and summative evaluations to gauge progress and make data-driven adjustments.

Feedback Mechanisms:
Establish feedback mechanisms, including surveys and focus groups, to gather insights from teachers, students, and parents regarding the impact of allocated resources.

Continuous Improvement:

Foster a culture of continuous improvement by regularly reviewing and refining the resource allocation process based on evolving needs and emerging best practices.
By taking these concrete actions, the school is proactively addressing the requirements of ESSA and demonstrating a commitment to equitable, evidence-based, and student-focused resource allocation. This process ensures that the allocated funds contribute significantly to the success of both subgroups and the broader school population.

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.

Methods for Dissemination:

School Website: Post the SIP, UniSIG budget, and SWP on the school's official website https://www.asacharterschools.org. Ensure that this information is easily accessible and prominently displayed in a dedicated section for important documents and resources.

Parent and Family Communication:

Send the SIP, UniSIG budget, and SWP to parents and guardians via email or traditional mail.
Host regular parent meetings and information sessions to discuss the SIP and related progress. Provide

copies of the documents during these meetings.

Student Engagement:

Share simplified versions of the SIP with students to help them understand the school's improvement efforts. Use age-appropriate language and graphics to make it accessible.
Staff Engagement:

Share the SIP, UniSIG budget, and SWP with school staff members during professional development sessions and staff meetings. Encourage their active participation in the improvement process.

Local Businesses and Organizations:

Collaborate with local businesses and organizations by sharing the school's improvement plans during community events, meetings, or partnerships. Seek their support and involvement in school improvement efforts.

Community Meetings:

Host community meetings to present the SIP, UniSIG budget, and SWP to local residents and community members. These meetings can be held at the school or in collaboration with community centers.

Multilingual Communication:

Ensure that the SIP and related documents are available in multiple languages commonly spoken by the school's diverse community. Provide translation services if necessary to reach non-English-speaking parents and stakeholders.

Social Media and Newsletters:

Use the school's official social media channels and newsletters to disseminate information about the SIP, UniSIG budget, and SWP. Regularly update these platforms with progress reports.

Hard Copies in the School Office:

Place hard copies of the SIP, UniSIG budget, and SWP in the school's main office for anyone who prefers to access printed materials. Webpage for SIP Availability: https://www.asacharterschools.org/ Please provide the school's official webpage where the SIP is made publicly available.

By employing these methods for dissemination and making the SIP, UniSIG budget, and SWP available through various channels, the school can ensure that stakeholders, including students, families, school staff, local businesses, and organizations, are informed and engaged in the school's improvement efforts, as required by ESSA 1114(b)(4).

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))

Open Communication Channels: The school will establish open and regular communication channels with parents and families. This includes regular newsletters, emails, and phone calls to keep parents

informed about school events, academic progress, and important updates.

Parent-Teacher Conferences: Regular parent-teacher conferences will be scheduled to discuss students' progress, share insights, and address any concerns. These conferences provide opportunities for two-way communication.

Parent Workshops and Training: The school will host workshops and training sessions for parents to enhance their understanding of the curriculum, standardized testing, and strategies to support their child's learning at home.

School Events: Organize school events and activities that involve parents and families, such as family nights, academic showcases, and cultural celebrations. These events foster a sense of community and engagement.

Parent Advisory Committees: Establish parent advisory committees where parents can provide input on school policies, programs, and initiatives. These committees offer a platform for parents to have a voice in decision-making.

Parent Portal and Online Resources: The school's website will provide a parent portal with access to student grades, assignments, and important school information. Online resources will be available to support parents in understanding and participating in their child's education.

Family Engagement Plan: The school has developed a comprehensive Family Engagement Plan that outlines strategies and activities for engaging parents and families. The plan is available on the school's website.

Cultural Competency Training: School staff will receive training in cultural competency to better understand and support the diverse needs of students and their families.

Community Partnerships: Collaborate with local businesses and community organizations to create additional opportunities for parental involvement and support, such as mentorship programs or access to community resources.

Regular Feedback Mechanisms: Implement regular surveys and feedback mechanisms to understand parents' needs and expectations. This input will inform ongoing improvements in the school's family engagement strategies.

Webpage for Family Engagement Plan: https://www.asacharterschools.org
Please provide the school's official webpage where the Family Engagement Plan is made publicly available.

By implementing these strategies and making the Family Engagement Plan available on the school's website, the school aims to build positive relationships with parents, families, and community stakeholders, fulfilling its mission and providing the necessary support to meet the needs of students, as required by ESSA 1116(b-g).

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))

The school is committed to enhancing the academic program to provide students with a rigorous and enriching educational experience. The following strategies will be employed to strengthen the academic program and increase the quality and quantity of learning time:

Enriched and Accelerated Curriculum: The school will develop and implement an enriched and accelerated curriculum that aligns with state standards and the unique needs of students. This curriculum will include advanced coursework, project-based learning, and opportunities for exploration in various subjects.

Extended Learning Opportunities: To increase learning time, the school will offer extended learning opportunities such as before- and after-school programs, summer school, and tutoring. These programs will provide students with additional time to engage in academic activities and receive targeted support.

High-Quality Instruction: The school will prioritize high-quality instruction by providing professional development opportunities for teachers. This includes training in innovative teaching methods, technology integration, and data-driven decision-making to better meet the diverse needs of students.

Differentiated Instruction: Differentiated instruction will be a key component of the academic program. Teachers will adapt their teaching methods to address individual learning styles, skill levels, and interests, ensuring that all students are challenged and supported appropriately.

Acceleration Pathways: The school will establish acceleration pathways for academically advanced students. These pathways may include Advanced Placement (AP) courses, dual enrollment in college courses, or opportunities for early graduation.

Use of Technology: The school will leverage technology to enhance learning opportunities. This includes providing students with access to digital resources, online courses, and interactive learning platforms that extend the classroom beyond the traditional school day.

Assessment and Data Analysis: Continuous assessment and data analysis will guide instructional decisions. Regular formative and summative assessments will be used to monitor student progress and inform targeted interventions.

Enrichment Activities: The school will offer a variety of enrichment activities, including clubs, competitions, and extracurricular programs that foster creativity, critical thinking, and leadership skills.

Parent and Community Involvement: Engaging parents and the community is crucial. The school will involve parents in their children's education, and community partnerships will provide additional learning opportunities, mentorship, and resources.

Personalized Learning Plans: For students who require additional support, the school will develop personalized learning plans that outline specific interventions and accommodations to meet their academic needs.

Monitoring and Evaluation: Regular monitoring and evaluation of the academic program will be conducted to assess its impact on student learning outcomes. Adjustments will be made based on data-driven insights.

If the academic program aligns with the Area of Focus identified in Part III of the SIP, it will be integrated into the broader school improvement efforts to ensure alignment and coherence across all initiatives.

Through these strategies, the school aims to provide an enriched and accelerated curriculum, increase learning time, and create a supportive academic environment that fosters success for all students, in compliance with ESSA 1114(b)(7)(ii).

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

The development of this school improvement plan is carried out in coordination and integration with various federal, state, and local services, resources, and programs, as required by ESSA 1114(b)(5). The collaborative efforts encompass a wide range of services and initiatives that aim to address the diverse needs of students and the broader school community. Key programs and partnerships include:

Violence Prevention Programs: The school collaborates with violence prevention programs to ensure a safe and conducive learning environment. Initiatives may include anti-bullying campaigns, conflict resolution training, and mental health support services for students.

Nutrition Programs: Access to proper nutrition is essential for student well-being. The school partners with nutrition programs to provide free or reduced-price meals to eligible students, ensuring they are well-fed and ready to learn.

Housing Programs: Recognizing that housing instability can impact students' educational outcomes, the school works with housing programs to provide support to families facing housing challenges. This may involve connecting families with housing assistance resources.

Career and Technical Education (CTE) Programs: For secondary students, the school partners with CTE programs to offer vocational and career-focused education. These programs prepare students for the workforce and provide opportunities for hands-on learning.

CSI and TSI Activities: For schools implementing Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities under section 1111(d), the school aligns its efforts with these activities to ensure that the various components of school improvement are cohesive and coordinated.

Local Agencies and Organizations: The school maintains relationships with local agencies, non-profit organizations, and community partners to access additional resources and services. These partnerships may encompass mentorship programs, health services, and after-school enrichment opportunities.

State and Local Education Agencies: Collaboration with state and local education agencies is essential for compliance with state and federal regulations, as well as to access funding, technical support, and resources for school improvement initiatives.

The school's plan is developed with the understanding that student success is influenced by a combination of factors, and a holistic approach that integrates these services, resources, and programs is critical. Through collaboration with various stakeholders, the school aims to create a comprehensive and supportive educational environment that addresses the multifaceted needs of its students and community.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

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

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

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

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

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

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

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

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

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

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

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

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

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Preparation for Postsecondary Opportunities and the Workforce:

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

Career and Technical Education (CTE) Programs: We offer a wide range of CTE programs that allow students to explore various career paths and gain practical skills. These programs include courses in fields such as healthcare, technology, construction, and more. By participating in CTE programs, students can gain a competitive edge in the job market and develop industry-specific skills.

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

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

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

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

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

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

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

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

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

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

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

Tiered Model for Behavior:

Universal Supports (Tier 1): Our school begins with universal supports for all students. These include school-wide positive behavior interventions and supports (PBIS), a proactive and preventive framework. Strategies include clear behavior expectations, consistent reinforcement of positive behavior, and social-emotional learning (SEL) programs integrated into the curriculum.

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

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

Early Intervening Services (EIS):

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

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

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

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

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

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

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

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

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

Instructional Improvement:

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

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

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

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

Data Usage and Assessment:

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

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

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

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

Teacher Recruitment and Retention:

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

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

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

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

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

By implementing these professional learning and activities, our school aims to enhance instruction, foster data-driven decision-making, and ensure the recruitment and retention of effective teachers, particularly in high-need subjects. This approach aligns with the goals of the Every Student Succeeds Act to provide students with a high-quality education and support teacher excellence.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

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	$0.00
		Total:	$0.00

Budget Approval

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

No