

Duval County Public Schools

Seaside Charter North Campus School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	12
III. Planning for Improvement	17
IV. ATSI, TSI and CSI Resource Review	20
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	0
VII. Budget to Support Areas of Focus	0

Seaside Charter North Campus

1429 BROWARD RD, Jacksonville, FL 32218

www.seasidecharter.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.

Our Mission

At Seaside Charter School, we provide a rigorous, arts-integrated educational program guided by the 7 Core Principles of Public Waldorf Education to meet and exceed the Florida State Standards. By cultivating the Head, Heart, and Hands our school:

- Provides a joyful, safe, compassionate, and creative environment for learning.
- Nurtures the intellect, imagination, and emotional life of each child.
- Provides a rigorous Waldorf-inspired curriculum aligned to Florida State Standards that is approached through excellent, well-planned teaching resulted in deep-rooted learning.
- Benefits students of a variety of backgrounds.
- Nurtures students' environmental stewardship and civic responsibility.
- Inspires children to live engaged and successful lives, prepared to meet the demands of their world.

Provide the school's vision statement.

Our Vision

Seaside's shared vision is to foster each student's intellectual, social, emotional, and physical development in a nurturing, Waldorf-inspired public charter school setting that inspires deep learning, a sense of environmental stewardship, and an appreciation for all cultures, the arts, and the ever-changing world. At the heart of this approach is the recognition that curriculum and instruction must be presented to children in a way that fills them with wonder, reverence, and enthusiasm. By teaching children to care for and respect their physical environment and the earth, it instills global responsibility and promotes environmentally conscious living. We strive to build a deep and meaningful community full of students, staff, and parents who are committed to the development of head, heart and hands through our shared values and sense of responsibility to each other and the world around us. Seaside strives to be a full-member of the Alliance for Public Waldorf Education.

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
Hill, Delana	Principal	<p>Job Summary: The principal brings leadership and support to the Seaside School Consortium Charter Schools. S/he makes proposals, and is part of the decision-making process with faculty, business administration and Superintendent of Schools in areas related to financial/legal, planning, safety, and human resources areas. The Principal collaborates with the Director of Operations in making decisions about the day-to-day operations of the school, while adhering to the existing policies, procedures and protocols for addressing arising issues. Principal actively participates in the healthy functioning of the School. The principal, in partnership with the Superintendent of Schools, Director of Curriculum, marketing, business administration and various committees is also responsible for the recruiting and retention of new families, fundraising activities, and community outreach programs. The principal reports directly to the Superintendent of Schools and indirectly to the Director of Curriculum and the Director of Operations. The Principal role is one of the leadership positions that inspires a culture of collaborative initiative and works to create a shared vision for the future of the school. Minimum Qualifications: • Master's degree from an accredited college or university • Two (2) years successful administrative school experience as Assistant/Vice Principal. • Classroom teaching history. • Evidence of leadership ability. • Florida Department of Education Certification as School Principal or Educational Leadership or Administration/Supervision. Essential functions: The primary responsibilities of the Principal are broadly captured below, with the focus or emphasis shifting between these areas as the leadership structure changes and the needs of the organization strategically evolve: Human Resources • In conjunction with Superintendent, HR and principals develop legal employment contracts where appropriate. • Takes timely action with regards to all FLDOE requirements for teachers. • Approves requests for time off or vacation. Ensures that all faculty and staff absenteeism is tracked. • Maintains and update files with current evaluation, Criminal Record Checks (CRC), and teaching credential for teachers, and 1st Aid certification for EC staff, as required by state, local and federal law. • Ensures CV/Resume and Health Certificate (Early Childhood only) are in personnel files. • Ensures that all substitute staff have criminal record check. • Ensures collection of yearly re-commitment from all faculty and staff. • Maintains and delivers the Staff Handbook containing current and updated terms of employment, to all staff at the beginning of each school year. • Ensures policies are followed regarding performance issues and in termination of contracts in conjunction with Superintendent, Director of Curriculum and Human Resources. • Welcomes new teachers to the school and provide staff handbook, school calendar and other appropriate documentation. Planning • Supports the development of strategic planning and guides the review of the year. • Initiates the planning and development of the school calendar with faculty.</p> <p>• Co-creates with the Director of Curriculum grade teaching schedule yearly in collaboration with grades class teachers and specialty teachers. • Determine staff needs of the school along with Superintendent, Director of Curriculum, and business manager. Educational Leadership • Teachers report into the Principal with an indirect report to the Director of Curriculum. • Co-leads faculty with Director of Curriculum to create a strong educational program. • Holds teachers accountable for meeting their professional commitments. • Oversees that teachers are capably meeting student's needs by utilizing data to monitor student achievement aligned to performance expectations and Waldorf core principals. • Consults with staff and Board on program alignment to school mission and vision. • Coordinates and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>facilitates the work with Seaside Governing Board and PTO/PTA around fundraising, parent education, events/festivities. • With input from school leadership they develop, implement and monitor the professional development plan for the teaching staff. • Monitors school-wide assessment and data collection. • Attends crucial teacher-parent meetings and ensures parent concerns are addressed in a timely and professional manner. • Ensures quality report cards are completed in a timely manner. Reviews and signs off on report cards. • Facilitates positive school climate and conditions through a strong professional learning community. Faculty Supervision • Works with Director of Curriculum to oversee the faculty support, mentoring and evaluation processes. • Works with faculty to implement and administer personnel and professional conduct policies, including the school's discipline policy. • Oversees the leadership skills, management, and growth within the faculty. • Oversees substitutes, ensures teacher plans are available for substitutes. • Attends Board meetings, school festivals, school fundraisers, and PTO/PTA meetings. • Meets with Superintendent and administrative staff for communication and collaborative problem solving. • Ensures that all staff complies with all State Standards, Special Education Regulations, the Seaside School Charter and policies adopted by the Seaside Governing Board. • Ensures that teachers are implementing strategies and formats adopted by the school and using Waldorf inspired strategies. • Ensures that decisions once made are respected and carried through and that decisions are reviewed as appropriate. • Ensures that teachers are assessing their students, both formally and informally, to inform their lesson planning and reports to parents. • Carries an awareness of educational trends within and external to the Waldorf movement. • Offers teacher support through problem solving, delegation, adaptive perspective, supportive feedback and strong leadership. • Upholds healthy lines of communication issues among and between the faculty, board of directors, parents and greater community. Student Supervision, Enrollment and Relations • Assists teachers with discipline issues when necessary. • Assists in conflict resolution between students when necessary. • Supports the teacher with classroom management when necessary. • Will be responsible to meet with parents regarding discipline issues. • Responsible for enforcement of student policy. • Ensures students records are maintained as stated in our student record policy. • Reviews and maintains school specific Parent Handbook with assistance from the Superintendent. • Makes an immediate decision, when needed, regarding situations that threaten the well-being and safety of children, faculty and staff. • Ensures a safe and secure learning environment through the systematic implementation of Conscious Discipline and other appropriate preventive strategies. • Conducts all exit interviews with Human Resources and communicates feedback to the appropriate people. Financial/Legal • Works closely with business administration when preparing budget. • Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school's performance initiatives, maintenance of the school facility, and other operational functions impacting student learning. • Addresses legal/financial issues and questions from staff, legal counsel, and external authority along with business administration. Knowledge, Skills & Abilities: • Knowledge of FLDOE requirements, charter school requirements and regulations is an asset. • Demonstrated leadership skills in a Waldorf School. Waldorf teaching certificate or a general certificate with Waldorf teaching experience preferred. • Thorough understanding of Waldorf education. • Excellent verbal, written, and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>collaborative communication skills. • Excellent organizational skills. • Excellent interpersonal skills. • Ability to multitask under pressure; ability to supervise and delegate. • Competency with computers, Microsoft office suite and internet use. Specifically: • Appreciation and understanding of Waldorf methods and philosophy and a commitment to bringing that to a public charter school setting. • Commitment to continuous improvement in instructional practices • Commitment to educational equity and a passion for teaching and working with students, knowledge, and experience in meeting the needs of students with different experiences, languages, and backgrounds. • Excellent organization, time management, and follow-up skills • Excellent communication, presentation, problem-solving, and interpersonal skills • Experience working effectively with parents. Physical Demands: The physical demands described here are representative of those that must be met by an employee with or without reasonable accommodation, to successfully perform the essential functions of this job. Employees are regularly required to communicate verbally and in writing. Standing and sitting for significant periods is also required. Walking and reaching is required. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus. Work Environment: Most work is performed indoors, with occasional outdoor work required. The noise level in the work environment is usually moderate.</p>

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.

Each week our school leadership team meets to discuss data, and student needs, and make improvement plans. In addition to our leadership team, our MTSS team meets to discuss our data and plan for our school response to intervention plans. Several of the school leaders sit on both teams to ensure clear communication of student needs to the administration. Also, we have a school safety committee that several parents are involved in and a PTO. When formulating this plan, we got input from teachers, parents, school staff, and administrators.

SIP Monitoring

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

The SIP will be monitored using both I-ready and STAR/FAST data. At each benchmark, the school will review data and revise the SIP as needed. Our SIP targets two groups who were underperforming, black and socioeconomically disadvantaged students. When looking at our data, we will disaggregate these subgroups to monitor progress and make adjustments as needed.

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)	Elementary School KG-3
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	57%
2022-23 Economically Disadvantaged (FRL) Rate	53%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) Black/African American Students (BLK)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	37	26	31	12	14	0	0	0	139	
One or more suspensions	0	0	0	0	1	0	0	0	0	1	
Course failure in English Language Arts (ELA)	2	3	2	5	0	0	0	0	0	12	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	30	25	13	0	0	0	68	
Level 1 on statewide Math assessment	0	0	0	31	27	18	0	0	0	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		

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

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

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

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

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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*	30	48	53	39	50	56	35		
ELA Learning Gains				61					
ELA Lowest 25th Percentile				60					
Math Achievement*	21	58	59	26	48	50	29		
Math Learning Gains				50					
Math Lowest 25th Percentile									

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	32	52	54		59	59			
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

* 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)	ATSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	112
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	236
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	1	1
ELL				
AMI				
ASN				
BLK	18	Yes	2	2
HSP	27	Yes	1	1
MUL	37	Yes	1	
PAC				
WHT	37	Yes	1	
FRL	17	Yes	2	2

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	41			
ELL				
AMI				
ASN				
BLK	24	Yes	1	1
HSP				
MUL				
PAC				
WHT	58			
FRL	30	Yes	1	1

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	30			21			32					
SWD	11			14			18				4	
ELL												
AMI												
ASN												
BLK	20			7			21				4	
HSP	36			18							2	
MUL	36			36							3	
PAC												
WHT	39			32			38				4	
FRL	20			10			19				4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	39	61	60	26	50							
SWD	33	40		28	64							
ELL												
AMI												
ASN												
BLK	26	38		12	20							
HSP												
MUL												
PAC												
WHT	43	78		37	74							
FRL	26	50		14	30							

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	35			29								
SWD												
ELL												

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	28			22								
HSP												
MUL												
PAC												
WHT	47			40								
FRL	24			19								

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	47%	-1%	54%	-8%
04	2023 - Spring	32%	50%	-18%	58%	-26%
03	2023 - Spring	25%	46%	-21%	50%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	21%	59%	-38%	59%	-38%
04	2023 - Spring	15%	58%	-43%	61%	-46%
05	2023 - Spring	35%	52%	-17%	55%	-20%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	35%	48%	-13%	51%	-16%

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.

When looking at our school report card subgroup summary, the two areas that showed the lowest performance were students who identify as Black and students who are socioeconomically disadvantaged. Contributing factors may include poor attendance due to a lack of resources from families, COVID-19 learning gaps due to lack of access to education and support from home, and trauma created by a worldwide pandemic.

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

The area that showed the most decline from 2021 was students who are economically disadvantaged, falling from 30% to 16%. Contributing factors may include poor attendance due to a lack of resources from families, COVID-19 learning gaps due to lack of access to education and support from home, and trauma created by a worldwide pandemic.

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 largest gap between our school and the state is in the area of Economically disadvantaged, with the state at an average of 41.2% and Seaside North at 16%. Contributing factors may include poor attendance due to a lack of resources from families, COVID-19 learning gaps due to lack of access to education and support from home, and trauma created by a worldwide pandemic. Additionally, my school is still growing each year by 88 students per year. This means our population of students is constantly changing and will continue to change until we hit 8th grade and can keep students and show growth over multiple years.

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

No area showed improvement. Seaside North school is still growing each year by 88 students per year. This means our population of students is constantly changing and will continue to change until we hit 8th grade and can keep students and show growth over multiple years

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

Student Absences

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

Improve school attendance, Improve Positive School Culture, USe professional development to increase teacher knowledge of state standards and instructional best practices

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 Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This year we hired a Dean of Students to support the implementation of conscious discipline practices in our classrooms in order to improve our school culture and climate.

Measurable Outcome:

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

Student attendance will increase. In the 22-23 school year, 139 students missed 10% or more of the school year. During the 23-24 school year, the number of students who miss 10% or more of the school year will decrease by 25%, or to 105 students.

Monitoring:

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

Families will be sent AIT letters for excessive tardies and/or absences. School leadership, or other appointed designee, will reach out to families directly to offer support/ encouraging school attendance. Parent/guardian meetings will be scheduled to discuss potential impacts on student achievement.

Person responsible for monitoring outcome:

Delana Hill (principalnorth@seasidecharter.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.)

Conscious Discipline is an evidence-based practice that is based in brain research. We are utilizing conscious discipline as it creates positive classroom and school families. It encourages students to come to school to establish positive relationships with peers and adults. Conscious Discipline utilizes classroom jobs, well wishes, brain start smarts to connect students and relate them to their peers, so all children know their presence is wanted and valued.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many of our students have had negative schooling experiences in the past, both in person and VIA virtual classrooms during COVID. The impact of disconnectedness has manifested through student absences.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Based on the 22-23 school year data, we have hired an instructional coach to support our classroom teachers and interventionists so they would be able to effectively support positive academic growth for our economically disadvantaged and African American students.

Measurable Outcome:

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

School FAST data, both achievement and growth data, will improve the school grade from a D to a C.

Monitoring:

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

School leadership will monitor progress through PM1 and PM2 data. School leadership will meet with academic coach to support teachers in formulating small group instructional plans targeted to the lowest performing areas of each subgroup of students.

Person responsible for monitoring outcome:

Delana Hill (principalnorth@seasidecharter.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.)

Coaches will be supporting teachers in understanding the BEST standards and what the expectations of each standard are. Coaches will support teachers in using evidence-based interventions as outlined in the

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our coach, with the support of school leadership, will educate and empower our teachers to target these groups of students. In doing so, we will reach a greater number of students who need intervention.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

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

ESSER funding has been utilized to fund the positions of Dean of Students, Interventionists, and an Academic Coach to support student achievement.