

Leon County Schools

SUCCESS ACADEMY AT GHAZVINI LEARNING CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Leon County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of The Success Academy is to create a unique and adaptable educational environment that will meet the needs and aspirations of our students. Students will be provided opportunities to access the curriculum at an accelerated pace and to recover from academic deficiencies. We strive to assist students in reaching their highest potential and achieving the goal of earning high school diplomas. We will create partnerships between students, parents, community and the school. We will promote the development of a community of life-long learners ready to be successful both academically and professionally.

Provide the school's vision statement

By focusing on the whole student, we will prepare students for leadership, service and success as global citizens with a sense of civic responsibility. By fostering safe and nurturing classrooms and putting an emphasis on personal growth, integrity, and academic acceleration, our students will be able to succeed in any collegiate or professional training program they choose.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Amy Alvis

Position Title

Principal

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”;

assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Leadership Team Member #2

Employee's Name

Moses Johnson

Position Title

Assistant Principal of Administration

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Leadership Team Member #3

Employee's Name

Nicole Nicolas

Position Title

Assistant Principal of Curriculum

Job Duties and Responsibilities

Develop, lead, and evaluate school core content standards and programs; identify and analyze existing the literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with the district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered “at-risk”; assist in the design and implementation of progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

A team of stakeholders are assigned to analyze data to review student progress and determine required interventions. This team consists of school administrators, department heads, the literacy coach and the testing coordinator. The School Advisory Council was also asked to review the SIP draft provide input,

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

A team of stakeholders are assigned to analyze data to review student progress and determine required interventions. These teams meet bi weekly. This team consists of school administrators, department heads, the literacy coach and the testing coordinator. The team works together to make revisions to the plan as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	SENIOR HIGH 6-12
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	91.6%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: 2022-23: * 2021-22: I 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days								18	23	41
One or more suspensions								13	19	32
Course failure in English Language Arts (ELA)								9	12	21
Course failure in Math								7	9	16
Level 1 on statewide ELA assessment								16	23	39
Level 1 on statewide Math assessment								18	22	40
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

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								19	25	44

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year								10	8	18
Students retained two or more times								9	7	16

Prior Year (2023-24) As Last Reported (pre-populated)

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							7	16	18	41
One or more suspensions							5	16	15	36
Course failure in ELA							4	9	8	21
Course failure in Math							3	10	12	25
Level 1 on statewide ELA assessment							6	19	27	52
Level 1 on statewide Math assessment							8	21	28	57
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										2

Prior Year (2023-24) As Last Reported (pre-populated)

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							7	21	22	50

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							4	15	12	31
Students retained two or more times							5	17	15	37

2. Grades 9-12 (optional)

Current Year (2024-25)

Using 2023-24 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
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

Current Year (2024-25)

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
	9	10	11	12	
Students with two or more indicators					0

Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	2	53	55	6	51	50	2	55	51
ELA Grade 3 Achievement **									
ELA Learning Gains	31	53	57				29		
ELA Learning Gains Lowest 25%	60	49	55				40		
Math Achievement *	2	43	45	2	45	38	2	36	38
Math Learning Gains	47	42	47				15		
Math Learning Gains Lowest 25%	75	38	49				30		
Science Achievement *	4	61	68	12	65	64	2	47	40
Social Studies Achievement *	13	73	71	10	77	66	3	46	48
Graduation Rate	22	88	90	24	89	89	47	67	61
Middle School Acceleration	10			5				40	44
College and Career Readiness	7	62	67	0	61	65	0	75	67
ELP Progress		46	49		45	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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	25%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	273
Total Components for the FPPI	11
Percent Tested	65%
Graduation Rate	22%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
25%	8%	17%	21%		22%	21%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	16%	Yes	5	5
Black/African American Students	22%	Yes	5	5
Economically Disadvantaged Students	22%	Yes	5	5
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%
Students With Disabilities	13%	Yes	4	4
Black/African American Students	6%	Yes	4	4
Economically Disadvantaged Students	9%	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%
Students With Disabilities	18%	Yes	3	3
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	15%	Yes	3	3
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	14%	Yes	3	3

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	2%		31%	60%	2%	47%	75%	4%	13%	10%	22%	7%	
Students With Disabilities	0%		22%		0%	36%		0%		0%	53%		
Black/African American Students	4%		26%		2%	48%	82%	5%	8%	11%	24%	8%	
Economically Disadvantaged Students	5%		33%		2%	46%	70%	6%	20%	14%	0%		

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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	6%				2%			12%	10%	5%	24%		0%
Students With Disabilities	0%				0%				0%		50%		
Black/African American Students	7%				2%			13%	0%	0%	22%		0%
Economically Disadvantaged Students	10%				3%			16%	4%	7%	21%		0%

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E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	12%	53%	-41%	53%	-41%
Ela	7	0%	51%	-51%	50%	-50%
Ela	8	0%	50%	-50%	51%	-51%
Ela	9	6%	50%	-44%	53%	-47%
Math	7	8%	55%	-47%	47%	-39%
Math	8	0%	45%	-45%	54%	-54%
Science	8	0%	34%	-34%	45%	-45%
Civics		8%	75%	-67%	67%	-59%
Biology		6%	67%	-61%	67%	-61%
Algebra		9%	53%	-44%	50%	-41%
Geometry		5%	54%	-49%	52%	-47%
History		20%	72%	-52%	67%	-47%
Ela	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
Math	6	* data suppressed due to fewer than 10 students or all tested students scoring the same.				
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		10%	16%	-6%	16%	-6%
2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		0%	16%	-16%	17%	-17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Math gains in the lowest 25% improved the most moving from 30-75 percent. We implemented a new PBIS program and restorative and Trauma informed practices to help students be ready to learn and stay in the learning environment. We used an intervention program Aleks to improve learning gaps.

Lowest Performance

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

ELA gains were the lowest moving from 29-31 percent

Greatest Decline

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

Data from the previous year was not available.

Greatest Gap

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.

There is a 26 percent gain deficit in ELA compared to the state average. Factors include student population attends school due to being below grade level and behind on credits.

EWS Areas of Concern

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

Attendance is the largest area of concern

Highest Priorities

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

Attendance

ELA gains

Math gains

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Reading intervention, ELA gains were the lowest only moving from 29-31 percent. There was a 26 percent gain deficit in ELA compared to the state average. Factors include student population attends school due to being below grade level and behind on credits.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA gains 6-8 grade will be raised by 10 percent.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

FAST scores will be monitored as well as data from Lexia Power up biweekly at the middle school team meetings on Wednesdays

Person responsible for monitoring outcome

Administration, Literacy Coach, Teachers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Students and teachers will review fast scores/gains and data from Lexia Power up bi weekly.

Person Monitoring:

Teachers, students, literacy coach

By When/Frequency:

bi weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will locate and review their scores in focus Teachers will review data with students Literacy coach will review data with teachers

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Attendance: Daily attendance was below 90%. Students were not attending therefore not in class and not able to make higher gains.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Attendance: Daily attendance average was 67% last school year. For the 14-25 school year attendance will improve to 80% with a 13% growth.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Attendance will be monitored daily by admin and one of our social workers daily.
- Attendance data will be reviewed bi weekly in teacher team meetings on Tuesday mornings at 8
- Teachers and staff will document attendance calls and warning letters in focus per district

requirements

- Admin will meet with students and parents who are not meeting the school's 80% attendance rate after 4 weeks of possible school days
- Parent and student will sign an attendance contract
- Students who have 80% attendance will be eligible to attend monthly school activities
- Students will receive PBIS school PRIDE dollars for attendance
- Admin will have intermittent drawings for gift cards and extra events choosing from students who have at least 80% attendance
- Weekly attendance rate will be announced during morning announcements on Fridays

Person responsible for monitoring outcome

Administration, social workers

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Students who have 80% attendance will be eligible to attend monthly school activities

Person Monitoring:

Administration, student support

By When/Frequency:

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

All students who have achieved 80% attendance will be invited to a monthly celebration. Student list will be monitored to see who is meeting criteria

Action Step #2

Students will receive PBIS school PRIDE dollars for attendance

Person Monitoring:

Administration, student support

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will use PRIDE dollars to purchase items in the school store at the end of the 9 weeks.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

<https://www.leonschools.net/successacademy>

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

<https://www.leonschools.net/successacademy>

Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii))

- Increased attendance
- Interventions to improve ELA using Lexia Power up
- Trauma informed care
- Restorative Practices

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Plan was developed with stakeholders including, administration, support staff, parents and the School Advisory Council

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

School partners with several outside agencies including the Council on the status of men and boys, Big Brothers/Big Sisters, as well as mental health agencies to connect students with services. On campus students are supported by care specialist to provide strategies to resolve conflict and regulate enabling students to remain in the learning environment.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 1114(b)(7)(iii)(II))

The students have access to Zello, a program that builds knowledge of available post-secondary options for students to explore. The students will also participate in the World of Work expo to explore various career options. The school is also now offering entrepreneurship courses that culminate in an industry certification. All students are provided time and the platform to complete industry certifications.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Success Academy practices Non-violent Communication and utilizes a Restorative Practice Model to ensure all

community members are treated with kindness, equity, and accountability. Our Intervention model is centered around the development and maintenance of positive relationships of students with other students, staff, and the school environment. Every teacher is expected to develop and maintain a "Relationship Agreement" within their classroom. These agreements are not "set in stone" once produced; as the class develops beyond the need to focus on an expectation, it may be removed or another previously unidentified expectation may be added over time.

While the relationship agreement does not stand as a replacement for the school or district level code

of conduct, it does offer a framework for engagement, instruction, redirection, and accountability.

Redirection/Check in Clear Communication of Expected Behavior

- The teacher will address behavior that violates communicated expectations and communicate that the student stop the activity or behavior. Allow the student time to “save face” and return to appropriate tasks. If the student recovers, acknowledge their effort to return to compliance behaviors. A discrete ‘check in’ is appropriate to determine an underlying concern that may be prompting the student to fail to meet expectations. Opportunity to Reset with/without Assistance of Care Staff

- If the student appears to struggle with making a choice that reduces harm to the classroom environment or the functioning of the lesson, a teacher may offer an opportunity for the student to choose to take a short break inside or just outside the classroom to ‘chill’ and plan to return within a short time (1-2 minutes) and return to expected behaviors. If the student elects to take this opportunity and communicates they are not ready to return to class, a Care specialist (or support staff) should be notified to further supervise the student. A teacher may also seek the support of Care staff (Guidance or a requested Administrator) to aid in supporting the student (Mandatory Reset) this student will be briefly processed and may be returned to class with the expectation that they meet expectations moving forward.

Classroom Consequence

- Teachers will communicate and uphold a classroom consequence. This is an additional attempt to redirect the student within the classroom environment and the student should be encouraged to do what it takes to recover, correct, and remain in class

Out of Classroom Consequence

- Having exhausted classroom interventions including attempted parent contact, Teachers should enter a behavior referral into FOCUS. Remember to maintain objectivity and relay the observable facts of the incident. Referrals in FOCUS are available to the parent, student, and district as documents to describe the interventions and actions of the staff and students involved. Please only include the name of the referred student in their referral. Include the redirections and interventions attempted.
- Teachers should notify parents/guardians of the incident that occurred in the classroom and that the student was referred to the office.
- Administration will conference with the student and determine a consequence according to the Matrix

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

Teachers and staff are encouraged to attend district sponsored trainings. On campus professional development is provided in the areas of instructional technology, culture building, trauma informed care and restorative practices including non violent communication. Staff also have an opportunity to participate in a book study each semester.

Strategies to Assist Preschool Children

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

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00