

Leon County Schools

Success Academy At Ghazvini Learning



2019-20 School Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	7
Planning for Improvement	12
Title I Requirements	18
Budget to Support Goals	20

Success Academy At Ghazvini Learning Center

854 BLOUNTSTOWN ST, Tallahassee, FL 32304

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

Demographics

Principal: Jessica Lowe

Start Date for this Principal: 9/12/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Students With Disabilities White Students
School Grade	2018-19:
School Grades History	2017-18:
	2016-17:
	2015-16:
	2014-15:
	2013-14:
ESSA Status	CS&I

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and

Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

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.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Lowe, Jessica	Principal	
Shelton-Martin, Arecia	Dean	Dean of Curriculum

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	14	27	54	36	43	48	5	227
Attendance below 90 percent	0	0	0	0	0	0	9	11	37	18	27	24	4	130
One or more suspensions	0	0	0	0	0	0	1	2	9	0	7	3	0	22
Course failure in ELA or Math	0	0	0	0	0	0	13	24	49	31	40	43	5	205
Level 1 on statewide assessment	0	0	0	0	0	0	10	23	47	28	41	44	4	197

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	10	16	40	20	29	25	4	144

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	5	2	21	5	5	5	0	43
Students retained two or more times	0	0	0	0	0	0	1	2	8	4	11	3	0	29

FTE units allocated to school (total number of teacher units)

16

Date this data was collected or last updated

Thursday 9/12/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	6	15	28	40	50	20	12	171
One or more suspensions	0	0	0	0	0	0	7	27	32	16	22	18	10	132
Course failure in ELA or Math	0	0	0	0	0	0	14	21	35	58	62	24	20	234
Level 1 on statewide assessment	0	0	0	0	0	0	7	32	48	30	28	30	14	189

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	7	15	28	16	22	18	10	116

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	6	15	28	40	50	20	12	171
One or more suspensions	0	0	0	0	0	0	7	27	32	16	22	18	10	132
Course failure in ELA or Math	0	0	0	0	0	0	14	21	35	58	62	24	20	234
Level 1 on statewide assessment	0	0	0	0	0	0	7	32	48	30	28	30	14	189

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	7	15	28	16	22	18	10	116

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	57%	56%
ELA Learning Gains	0%	52%	51%	0%	52%	53%
ELA Lowest 25th Percentile	0%	40%	42%	0%	37%	44%
Math Achievement	0%	56%	51%	0%	52%	51%
Math Learning Gains	0%	47%	48%	0%	42%	48%
Math Lowest 25th Percentile	0%	47%	45%	0%	42%	45%
Science Achievement	0%	67%	68%	0%	64%	67%
Social Studies Achievement	0%	82%	73%	0%	77%	71%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	14 (0)	27 (0)	54 (0)	36 (0)	43 (0)	48 (0)	5 (0)	227 (0)
Attendance below 90 percent	9 (6)	11 (15)	37 (28)	18 (40)	27 (50)	24 (20)	4 (12)	130 (171)
One or more suspensions	1 (7)	2 (27)	9 (32)	0 (16)	7 (22)	3 (18)	0 (10)	22 (132)
Course failure in ELA or Math	13 (14)	24 (21)	49 (35)	31 (58)	40 (62)	43 (24)	5 (20)	205 (234)
Level 1 on statewide assessment	10 (7)	23 (32)	47 (48)	28 (30)	41 (28)	44 (30)	4 (14)	197 (189)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
06	2019	9%	54%	-45%	54%	-45%
	2018	0%	57%	-57%	52%	-52%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	0%	56%	-56%	52%	-52%
	2018	0%	54%	-54%	51%	-51%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	4%	59%	-55%	56%	-52%
	2018	10%	62%	-52%	58%	-48%
Same Grade Comparison		-6%				
Cohort Comparison		4%				
09	2019	2%	58%	-56%	55%	-53%
	2018	5%	60%	-55%	53%	-48%
Same Grade Comparison		-3%				
Cohort Comparison		-8%				
10	2019	0%	57%	-57%	53%	-53%
	2018	9%	58%	-49%	53%	-44%
Same Grade Comparison		-9%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	53%	-53%	55%	-55%
	2018	0%	59%	-59%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	8%	60%	-52%	54%	-46%
	2018	3%	55%	-52%	54%	-51%
Same Grade Comparison		5%				
Cohort Comparison		8%				
08	2019	5%	45%	-40%	46%	-41%
	2018	11%	44%	-33%	45%	-34%
Same Grade Comparison		-6%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	2%	44%	-42%	48%	-46%
	2018	9%	49%	-40%	50%	-41%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	6%	70%	-64%	67%	-61%

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	15%	69%	-54%	65%	-50%
Compare		-9%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	29%	75%	-46%	71%	-42%
2018	10%	73%	-63%	71%	-61%
Compare		19%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	11%	81%	-70%	70%	-59%
2018	13%	79%	-66%	68%	-55%
Compare		-2%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	61%	-61%
2018	6%	71%	-65%	62%	-56%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	3%	67%	-64%	57%	-54%
2018	0%	60%	-60%	56%	-56%
Compare		3%			

Subgroup Data

2019 SCHOOL GRADE 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 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index - All Students	22
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	10
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	10
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	21
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

There are several areas that have the same proficiency score of 0%. The areas are Algebra EOC scores, 7th grade ELA scores and 10th grade ELA scores. A key factor for the declining scores was the attendance rate of our students. Additionally, the previous curriculum did not address several standards that were assessed. As a result, our curriculum was revised for this school term.

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

The component that showed the greatest decline from the previous year was 10th grade ELA scores. In 2018, the scores were 9% proficient and in 2019 the score dropped to 0%

proficient. A key factor for the declining scores was the attendance rate of our students. In the 10th grade, 50 of the 54 students enrolled had an attendance rate below 90%.

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 areas that have the greatest gap when compared with the state average are the Biology and Algebra EOC scores. The gap between the performance of our students and the state average is 61% for both areas. A review of the previous curriculum revealed that key skills and standards were not reviewed. As a result, the performance of our students in those areas was lower than average.

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

The area that showed the most improvement was the Civics EOC. The proficiency rate improved from 10% in 2018 to 20% in 2019. During the previous school term, additional resources were sought from the district Civics liaison and implemented into the curriculum.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

After a review of the EWS data, there are several areas of concern. However, the most significant area is attendance. A high number of students are absent on a consistent basis which negatively impacts the other EWS areas. Based on the EWS data, 130 students have attendance rates that fall below 90%. The aforementioned number indicates that approximately 57% of our students are chronically absent from school.

The additional areas of concern are a direct result of the attendance rate. As a result of student absenteeism, students are not maintaining the grades required to pass their courses. The EWS data indicates that 205 students have one or more course failures. Furthermore, the EWS data indicates that 197 students are scoring as a level 1 on the statewide assessments. Students are unable to engage with the subject matter in a way that would allow for them to obtain proficient status on the state assessment. A direct correlation can be made between the attendance rate and the number of course failures and standardized testing results.

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

1. Increase ELA proficiency by 6%
2. Increase Math proficiency by 6%
3. Increase learning gains in all content areas
4. Increase daily attendance rate to 75%
5. Increase the parental engagement rate to a minimum of 20%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	English Language Arts
Rationale	In accordance with the mission and vision for The Success Academy, it is essential that we strive to continuously improve in all academic areas as assessed by the statewide assessments.
State the measurable outcome the school plans to achieve	Our school goal is to increase ELA proficiency by 6%. The assessment that will be used to measure this outcome is the ELA section of the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Jessica Lowe (lowej@leonschools.net)
Evidence-based Strategy	This school term the curriculum utilized was changed from PLATO and Edgenuity to Florida Virtual School (FLVS). An examination of the school data from previous years revealed that students were scoring low in specific areas of the state assessment. A further analysis of the previous curriculum revealed that students were not exposed to these standards as outlined by state statute. Therefore, the leadership team made the decision to utilize the FLVS curriculum to ensure that our instructional materials are aligned with the standards that are relevant to the grade level.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Student progress will be discussed weekly by the leadership team and instructors during weekly Lead Teacher Intervention (LTI) meetings. 2. Curriculum needs and best practices will be discussed in weekly LTI meetings. 3. 4. 5.
Person Responsible	Jessica Lowe (lowej@leonschools.net)

#2	
Title	Mathematics
Rationale	In accordance with the mission and vision for The Success Academy, it is essential that we strive to continuously improve in all academic areas as assessed by the statewide assessments.
State the measurable outcome the school plans to achieve	Our school goal is to increase mathematics proficiency by 6%. The assessment that will be used to measure this outcome is the mathematics section of the Florida Standards Assessment (FSA).
Person responsible for monitoring outcome	Jessica Lowe (lowej@leonschools.net)
Evidence-based Strategy	This school term the curriculum utilized was changed from PLATO and Edgenuity to Florida Virtual School (FLVS). An examination of the school data from previous years revealed that students were scoring low in specific areas of the state assessment. A further analysis of the previous curriculum revealed that students were not exposed to these standards as outlined by state statute. Therefore, the leadership team made the decision to utilize the FLVS curriculum to ensure that our instructional materials are aligned with the standards that are relevant to the grade level.
Rationale for Evidence-based Strategy	
Action Step	
Description	<ol style="list-style-type: none"> 1. Student progress will be discussed weekly by the leadership team and instructors during weekly Lead Teacher Intervention (LTI) meetings. 2. Curriculum needs and best practices will be discussed in weekly LTI meetings. 2. 3. 4. 5.
Person Responsible	Jessica Lowe (lowej@leonschools.net)

#3	
Title	Attendance
Rationale	Based on the EWS data, 57% of our students have an attendance rate of less than 90%.
State the measureable outcome the school plans to achieve	The school goal is for the daily attendance rate to meet or exceed 75%.
Person responsible for monitoring outcome	Jessica Lowe (lowej@leonschools.net)
Evidence-based Strategy	We have developed a before school program that will offer enrichment activities to students. The program will offer dance, basketball, a student leadership group, and tutoring.
Rationale for Evidence-based Strategy	In an effort to ensure students are attending school daily, we are offering programs that interest students before school that are not traditionally offered at our school. If students participate in the before school program, they will increase their attendance rate which will impact our overall school average.
Action Step	
Description	<ol style="list-style-type: none"> 1. Develop a before school program and secure instructors for the various areas of enrichment. 2. Advertise the before school program to students and parents. 3. Enroll students in the program during Open House. 4. 5.
Person Responsible	Jessica Lowe (lowej@leonschools.net)

#4	
Title	IEP Compliance
Rationale	
State the measureable outcome the school plans to achieve	The school goal is to be 100% compliant with student IEPs and providing accommodations.
Person responsible for monitoring outcome	Jessica Lowe (lowej@leonschools.net)
Evidence-based Strategy	IEPs were reviewed during the summer break for compliance. After the review, the ESE team and leadership team met to address the needs of the students. As a result, students were scheduled into the correct courses and support services schedules were revised.
Rationale for Evidence-based Strategy	The rationale for this strategy is that we must ensure that we are providing the accommodations needed by our students. Students should be scheduled into daily ESE support classes, if needed, and services should be provided with fidelity.
Action Step	
Description	<ol style="list-style-type: none"> 1. IEP review during the summer. 2. IEP and leadership team meeting review. 3. Master schedule revision to reflect the inclusion of daily ESE courses. 4. Speech/Language Services schedule review. 5. Students are scheduled into the correct courses as indicated on their IEP.
Person Responsible	Jessica Lowe (lowej@leonschools.net)

#5	
Title	Discipline
Rationale	Currently we have 20 students that have received one or more days of suspension for this school term. Last year, 132 students received one or more days of suspension.
State the measureable outcome the school plans to achieve	The school suspension rate will be reduced by 19%.
Person responsible for monitoring outcome	Jessica Lowe (lowej@leonschools.net)
Evidence-based Strategy	Youth mental health wrap around support and restorative practices will be implemented and utilized on our campus. All faculty members will be trained in the use of Nonviolent Communication by Dr. Cindy Bigbie.
Rationale for Evidence-based Strategy	The use of restorative practices and nonviolent communication along with mental health support will assist with the establishment of our school as a safe space for students.
Action Step	
Description	<ol style="list-style-type: none"> 1. Initial two day Nonviolent Communication Training with Dr. Bigbie 2. Weekly follow-up with Dr. Bigbie 3. Weekly discussions during LTI regarding student progress and performance. 4. Youth mental health first aid training for faculty and staff members 5.
Person Responsible	Jessica Lowe (lowej@leonschools.net)

#6

Title Family Engagement

Rationale The engagement of the family is essential to the success of students.

State the measureable outcome the school plans to achieve A minimum of 20% of parents/guardians will participate in school engagement activities.

Person responsible for monitoring outcome Jessica Lowe (lowej@leonschools.net)

Evidence-based Strategy Parent engagement events will be held in conjunction with student-led activities, such as student performances or presentations.

Rationale for Evidence-based Strategy The aforementioned strategy was selected based on the rationale that parents/guardians will attend events at a higher rate if their students are involved. During those events, information related to student academic achievement and other areas will be discussed.

Action Step

Description

1. Create a before school program.
2. Develop events for family engagement.
3. Secure partners to provide incentives for families.
- 4.
- 5.

Person Responsible Jessica Lowe (lowej@leonschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

The remaining schoolwide priorities will be addressed through the strategies listed in the sections above. The remaining goals are to increase learning gains in all content areas by 7%, close the achievement gap by 1/3 in each subgroup in each content area, and to achieve the maintaining designation for the School Improvement Designation by the Florida Department of Education.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The Success Academy (TSA) leadership recognizes the importance of parent and family engagement. Additionally, we understand that this is an area that needs significant improvement for our school. In order to build positive relationships with our families and community stakeholders, we have made addressing our school climate a priority. We have created a parent engagement room that is welcoming and inviting to visitors. Our office staff welcomes parents into our school and quickly assesses the nature of their visit and contacts the appropriate staff member. We realize that each interaction with a TSA faculty or staff member is critical in the development of a partnership with a parent. Therefore, we are focusing on building meaningful connections with our families.

We have a School Advisory Committee (SAC) that meets quarterly to plan, review, and provide input for our Parent and Family Engagement Plan, School Improvement Plan, and schoolwide activities. During school events, all stakeholders are invited to join our SAC. We gather feedback from our parent via the Title I Survey and School Climate Survey Results to measure our success in increasing parent involvement and to demonstrate to parents that we are responsive to their suggestions. Based on the information gathered through previous surveys, we have revamped our communication methods. We will communicate with parents in a variety of methods, including, but not limited to social media, flyers, listserv, school marquee, telephone communication, and signs posted on campus. Additionally, feedback from discussions in SAC meetings and at other engagement activities will be used to measure our success in increasing parent involvement. The data collected is used to assess our progress and provide guidance for our future engagement plans.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We are meeting the social-emotional needs of our students in a myriad of ways. We have a certified school guidance counselor, school psychologist, social worker, and dean of curriculum that holds certification in school guidance and counseling. The aforementioned individuals are trained to provide social-emotional assistance to students in need of emotional assistance. Disc Village also provides a full-time counselor on site for our students from their program. Additionally, the faculty and staff are trained in nonviolent communication and the majority of staff members are trained in youth mental health first aid. As a school community, we are increasing our number of mentors and volunteers and assigning one to our students to provide additional support. Additionally, our school counselor is knowledgeable of additional community resources that can assist students and families with grief support or family counseling, as examples.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All faculty members participate in weekly collaborative learning communities known as Lead Teacher Intervention (LTI) meetings. During these meetings, we take a holistic look at each member of our student body to ensure that we are providing the appropriate support for them throughout their education career. As student's transition from middle school to high school, we meet as a student body to address changes in academic requirements and

skills. Additionally, students are provided the opportunity to meet with the school counselor regarding specific concerns.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team consists of the following individuals: Jessica Lowe, Principal; Roxanne Reilly; Assistant Principal for Administration; Dr. Arcia Shelton-Martin, Dean of Curriculum; and Rhone Francis, Dean of Discipline. The team meets weekly to make review school data and make decisions based on the information reviewed. The team ensures that the SIP goals are reviewed and that our priorities remain aligned with them. Additionally, the team communicates the vision, mission, and goals to all stakeholders. In order to achieve the aforementioned goals, there is a continuous cycle of data collection and review to ensure that we are performing at our highest level.

Accountability is a central component for the implementation of component of our school plan. Each team member is responsible for a specific area, as outlined above, and provides updates at our meeting. At each meeting, status updates are provided, discussed, and documented. During the discussions, the team decides the areas of focus that will have the greatest impact and allocate resources to those endeavors.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. The guidance department has created a college display board to increase student awareness about post secondary opportunities. We have a career readiness specialist on campus that works with our students to assist them with cultivating post secondary plans. Additionally, we have a partnership with WFSU. Through this endeavor, we offer opportunities for our students to meet career professionals and learn more about their field of expertise during a lunch and learn session.

Part V: Budget						
1	III.A	Areas of Focus: English Language Arts				\$1,130.35
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1211 - Success Academy At Ghazvini Learning Center	School Improvement Funds		\$1,130.35
			<i>Notes: Supplemental materials ACT prep materials</i>			
2	III.A	Areas of Focus: Mathematics				\$1,130.34
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	500-Materials and Supplies	1211 - Success Academy At Ghazvini Learning Center	School Improvement Funds		\$1,130.34
			<i>Notes: Supplemental classroom materials EOC prep materials</i>			
3	III.A	Areas of Focus: Attendance				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1211 - Success Academy At Ghazvini Learning Center	School Improvement Funds		\$250.00
			<i>Notes: Student incentive items</i>			
			1211 - Success Academy At Ghazvini Learning Center			\$0.00
4	III.A	Areas of Focus: IEP Compliance				\$156.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	140-Substitute Teachers	1211 - Success Academy At Ghazvini Learning Center			\$156.00
			<i>Notes: Substitute compensation for our ESE instructor to have a day per semester to evaluate IEPs.</i>			
5	III.A	Areas of Focus: Discipline				\$250.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	500-Materials and Supplies	1211 - Success Academy At Ghazvini Learning Center	School Improvement Funds		\$250.00
			<i>Notes: Student Incentive Items</i>			
6	III.A	Areas of Focus: Family Engagement				\$0.00
					Total:	\$2,916.69