



# Comprehensive Needs Assessment 2018 - 2019 District Report



**Scintilla Charter Academy**

## 1. PLANNING AND PREPARATION

### 1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member’s name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Team Members

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Superintendent/Assistant Superintendent	Mandy Avera
Multiple Program(s)	Federal Programs Director	Amanda Miller
Multiple Program(s)	Curriculum Director	Amanda Miller
Multiple Program(s)	School Leader (#1)	Mandy Avera
Multiple Program(s)	School Leader (#2)	Amanda Miller
Multiple Program(s)	Teacher Representative (#1)	Brooke Knight
Multiple Program(s)	Teacher Representative (#2)	Janice Hamel
McKinney-Vento Homeless	Homeless Liaison	Amanda Miller
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Sarah Ruddle
Title I, Part A	Title I, Part A Director	Amanda Miller
Title I, Part A	Family Engagement Coordinator	Amanda Miller/Keri Wilkin
Title I, Part A - Foster Care	Foster Care Point of Contact	Amanda Miller
Title II, Part A	Title II, Part A Coordinator	Amanda Miller
Title III	Title III Director	Amanda Miller
Title IV, Part A	Title IV, Part A Director	Amanda Miller

#### Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Assistant superintendent	
Multiple Program(s)	Testing director	Missy LeFiles
Multiple Program(s)	Finance director	Angela Chastain
Multiple Program(s)	Other federal programs coordinators	Sarah Ruddle
Multiple Program(s)	CTAE coordinator	
Multiple Program(s)	Student support personnel	
Multiple Program(s)	Principal representatives	
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	Teacher representatives	
Multiple Program(s)	ESOL teacher	
Multiple Program(s)	Local school governance team representative (charter systems only)	
21st CCLC	21st CCLC program director	
21st CCLC	21st CCLC site coordinator or data specialist	
Migrant	Preschool teacher	
Special Education	Student success coach (SSIP)	
Title II, Part A	Human resources director	
Title II, Part A	Principal supervisors	
Title II, Part A	Professional learning coordinators	
Title II, Part A	Bilingual parent liaisons	
Title II, Part A	Professional organizations	
Title II, Part A	Civil rights organizations	
Title II, Part A	Board of education members	Board of Education members
Title II, Part A	Local elected/government officials	
Title II, Part A	The general public	The general public
Title III	Refugee support service staff	
Title III	Community adult ESOL providers	
Title III	Representatives from businesses employing non-English speakers	
Title IV, Part A	Media specialists/librarians	Cindy Gregory
Title IV, Part A	Technology experts	Richard Baker
Title IV, Part A	Faith-based community leaders	

## 1. PLANNING AND PREPARATION

### 1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

#### Required Stakeholders

Program	Position/Role	Name ("NA" may be used)
Multiple Program(s)	Students (8th - 12th grade)	NA
Multiple Program(s)	Private School Officials	NA
Migrant	Out-of-School Youth and/or Drop-outs	NA
Title I, Part A	Parent Representatives of Title I Students	Multiple
Title I, Part A - Foster Care	Local DFCS Contacts	Joyce Johnson/Gail Finley
Title II, Part A	Principals	Mandy Avera
Title II, Part A	Teachers	Multiple
Title II, Part A	Paraprofessionals	Multiple
Title II, Part A	Specialized Instructional Support Personnel	Holly Reid
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Multiple
Title I, Part A	Parents of English Learners	Vasquez family

#### Recommended and Additional Stakeholders

Program	Position/Role	Name
Multiple Program(s)	RESA personnel	
Multiple Program(s)	Technical, college, or university personnel	
Multiple Program(s)	Parent advisory council members, school council parents, Parent- Teacher Association or Parent- Teacher Organization members	PTO members
21st CCLC	21st CCLC advisory council members	
Migrant	Local Head Start representatives (regular and/or migrant Head Start agencies)	
Migrant	Migrant PAC Members	
Migrant	Local farmer, grower, or employer	
Migrant	Family connection representatives	
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Boys and Girls Club representatives	
Migrant	Local health department representatives	
Migrant	ABAC MEP consortium staff	
Migrant	Migrant high school equivalence program / GED representatives	
Migrant	College assistance migrant programs	
Neglected and Delinquent	Residential facility(ies) director(s)	
Special Education	Parents of a student with disabilities	Multiple
Special Education	Parent Mentors	
Title II, Part A	School council members	

<b>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</b>	Multiple opportunities were provided to recruit stakeholders to ensure an inclusive group with varied perspectives. A parent survey was provided digitally, paper copy provided by request, and publicized through school communication methods including weekly email blast notification letter in each scholar's weekly communication folder. An additional opportunity for input was provided at the Title I and Family Engagement input meetings. Members of the school staff were given the opportunity to serve on the school improvement committee in addition to information they provided through a personnel survey. A variety of community members also participated in this process.
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<b>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</b>	Multiple engagement methods will be used to allow a wide variety of stakeholders to provide feedback. Surveys, both digital and paper versions, will be used to gather feedback from parents/families, personnel, scholars, as well as other key contributors. Meetings, interviews and email correspondence will also be used to gather feedback during the needs assessment process. Documents will be available in the front lobby for review and input to allow a flexible opportunity for all stakeholders.
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## 2. DATA COLLECTION ANALYSIS

### 2.1 Coherent Instructional System

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

#### Coherent Instruction Data

GDPS - Learning and Teaching (Standard 1): Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards		
<b>Exemplary</b>	The district continuously engages and supports all schools in systematic processes for curriculum design to align instruction and assessment with the required standards. District staff work to build the capacity of school staff to lead curriculum design efforts.	✓
<b>Operational</b>	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
<b>Emerging</b>	The district processes for engaging and supporting schools in curriculum design without district process or support.	
<b>Not Evident</b>	District schools are left to work in isolation on curriculum design without district processes or support.	

GDPS - Learning and Teaching (Standard 2): Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.		
<b>1. Exemplary</b>	1. A clear understanding of common expectation fosters a culture of results-based practices in curriculum, instruction, and assessment throughout the district with appropriate flexibility for schools to address specific needs as they arise.	✓
<b>2. Operational</b>	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
<b>3. Emerging</b>	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
<b>4. Not Evident</b>	4. The district has not developed or communicated expectations for implementing curriculum, instruction, or assessment practices.	

Coherent Instruction Data

GDPS - Learning and Teaching (Standard 3): Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments		
<b>1. Exemplary</b>	1. The district provides a collaborative and systematic approach for guiding, supporting and evaluating the implementation of curriculum, instruction, and assessments. District staff build the capacity of school level staff to evaluate the implementation of curriculum, instruction, and assessments.	✓
<b>2. Operational</b>	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	
<b>3. Emerging</b>	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
<b>4. Not Evident</b>	4. The district does not take an effective role in guiding, supporting, or evaluating the implementation of curriculum, instruction, or assessments.	

GDPS - Learning and Teaching (Standard 6): Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning		
<b>1. Exemplary</b>	1. The district systematically provides guidance and ongoing support to schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	✓
<b>2. Operational</b>	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
<b>3. Emerging</b>	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
<b>4. Not Evident</b>	4. The district provides little or no support or guidance in the selection or implementation of effective strategies, programs, and interventions. The district may require or allow some inappropriate strategies, programs, or interventions.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>3.Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>2.Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.13
<b>3.Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
<b>4.Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.97
<b>5.Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.97
<b>6.Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
<b>8.Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.97
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	



## 2. DATA COLLECTION ANALYSIS

### 2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Effective Leadership webinar](#) for additional information and guidance.

#### Effective Leadership Data

GDPS - Allocation and Management of Resources (Standard 1): Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching		
<b>1. Exemplary</b>	The well-established budget process allows input from departments and programs and is driven by the needs of the schools and district. Various funding sources are efficiently maximized at the district and school levels.	
<b>2. Operational</b>	The budget process is clearly defined, collaborative, and data-driven, resulting in the equitable, efficient, and transparent distribution of resources to support learning and teaching.	✓
<b>3. Emerging</b>	A budget process is in place, but it does not consistently include collaborative, data-driven decisions. In some instances, resource distribution in the district lacks efficiency, equity, or transparency.	
<b>4. Not Evident</b>	Across the district, individual departments and programs develop budgets in isolation resulting in gaps, duplication, or poor cost effectiveness. District staff serve primarily as controllers of funds and provide little or no assistance to schools on the funding of plans.	

GDPS - Allocation and Management of Resources (Standard 2): Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching		
<b>1. Exemplary</b>	The district allocates and continually monitors the use of time, materials, equipment, and fiscal resources to address both immediate and long-term goals to ensure resources are maximized to support learning and teaching.	✓
<b>2. Operational</b>	The district allocates and regularly monitors the effective use of time, materials, equipment, and fiscal resources to ensure that they are utilized to support learning and teaching.	
<b>3. Emerging</b>	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
<b>4. Not Evident</b>	The district does little to allocate or monitor effectively the use of time, materials, equipment, or fiscal resources to support learning and teaching.	

Effective Leadership Data

GDPS - Governance (Standard 1): Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching		
1. Exemplary	Stakeholders, including school board members, take leadership roles in advancing district and school goals and initiatives that improve learning and teaching.	
2. Operational	The district consistently engages stakeholders, including school board members, in supporting district and school goals and initiatives that improve learning and teaching.	✓
3. Emerging	The district provides some opportunities for a range of stakeholders to be engaged in supporting goals and initiatives that will improve learning and teaching.	
4. Not Evident	Engagement of stakeholders is limited or nonexistent, or the engagement occurs with issues that do not impact learning and teaching.	

GDPS - Governance (Standard 2): Uses an established process to align policies, procedures, and practices with laws and regulations		
1. Exemplary	A systematic and collaborative process is used for ongoing development, revision, and alignment of policies, procedures, and practices with laws and regulations.	
2. Operational	The district regularly uses an established process to align policies, procedures, and practices with laws and regulations.	✓
3. Emerging	A process to align policies, procedures, and practices with laws and regulations is not comprehensive or is not used on a regular basis.	
4. Not Evident	A process is not in use to align policies, procedures, and practices with laws and regulations.	

GDPS - Governance (Standard 4): Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching		
1. Exemplary	Flexibility granted to school leaders, based upon sustained high performance, is well defined, reviewed periodically, and fully supports the improvement of learning and teaching.	
2. Operational	The district grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching.	✓
3. Emerging	The district grants limited flexibility, or the flexibility that is given does not allow leaders to improve learning and teaching sufficiently	
4. Not Evident	The district grants little or no flexibility or inappropriate flexibility to school leaders to improve learning and teaching.	

Effective Leadership Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 5): Organizes and provides personnel, expertise, and services to achieve district and individual school goals		
<b>1. Exemplary</b>	The organization and strategic allocation of personnel, expertise, and services lead to the achievement of district and individual school goals. The district is focused on building the capacity and expertise of school and district staff to solve problems and perform at high levels.	
<b>2. Operational</b>	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	✓
<b>3. Emerging</b>	The organization or allocation of personnel, expertise, and services is provided intermittently or on a short- term basis as a solution for immediate, pressing needs.	
<b>4. Not Evident</b>	The organization or allocation of personnel, expertise, and services does not effectively support the needs of the district and schools.	

GDPS - Planning, Organizing, and Monitoring (Standard 1): Uses a collaborative, data-driven planning process at the district and school levels for improving student learning		
<b>1. Exemplary</b>	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
<b>2. Operational</b>	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	✓
<b>3. Emerging</b>	At the district and school levels, staffs engage in a planning process to improve student learning, but limitations exist with data analysis, collaboration, or other issues.	
<b>4. Not Evident</b>	A collaborative, data-driven planning process for improving student learning is not in place at the district or school levels.	

GDPS - Planning, Organizing, and Monitoring (Standard 2): Uses protocols and processes for problem solving, decision-making, and removing barriers		
<b>1. Exemplary</b>	The district uses and reviews established protocols and processes for problem solving, decision-making, and removing barriers on a regular basis. Contingency plans are developed for unlikely occurrences.	
<b>2. Operational</b>	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	✓
<b>3. Emerging</b>	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
<b>4. Not Evident</b>	The district does not use protocols or processes for problem solving, decision- making or removing barriers.	

Effective Leadership Data

GDPS - Planning, Organizing, and Monitoring (Standard 3): Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives		
1. Exemplary	The district has ongoing, comprehensive processes in place to monitor and provide guidance, support and feedback to individual schools as they implement improvement plans, programs or initiatives. The district builds the capacity of school level staff to monitor the implementation and effectiveness of improvement plans, programs, and initiatives.	
2. Operational	The district uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives.	✓
3. Emerging	The district has some limited processes in place to monitor and provide guidance, support, and feedback to schools as they implement improvement plans and initiatives.	
4. Not Evident	The district does not use structured processes for monitoring or providing guidance, support, or feedback to individual schools as they implement improvement plans or initiatives.	

GDPS - Vision and Mission (Standard 1): Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness		
1. Exemplary	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness are continuously and clearly communicated to all stakeholders and are pervasive in the culture and daily actions of the district.	
2. Operational	The collaboratively-developed vision, mission, and core beliefs that emphasize preparing all students for college and career readiness have been created and communicated to stakeholders and are evident in most across the district.	✓
3. Emerging	The vision, mission, and core beliefs have been developed with some emphasis on preparing students for college and career readiness, but may have weakness due to insufficient collaboration with stakeholders, poor communication, or other limitations	
4. Not Evident	The vision, mission, and core beliefs may not exist or may not focus on preparing students for college and career readiness.	

Leader Keys Effectiveness System- Standard

Standard	Score
1. <b>Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
2. <b>School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
3. <b>Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
4. <b>Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
5. <b>Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.3 Professional Capacity

Analyze the LEA’s data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Professional Capacity webinar](#) for additional information and guidance.

#### Professional Capacity Data

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 2): Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff		
<b>1. Exemplary</b>	Comprehensive data-driven processes that increase the effectiveness of leaders, teachers, and other staff are pervasive in the district and result in a culture of measurable, continuous improvement.	✓
<b>2. Operational</b>	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
<b>3. Emerging</b>	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
<b>4. Not Evident</b>	Few, if any, processes to increase the effectiveness of leaders, teachers, and staff have been developed or successfully implemented in the district.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 3): Guides and monitors the use of a state approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff		
<b>1. Exemplary</b>	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
<b>2. Operational</b>	The district guides and monitors a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff.	✓
<b>3. Emerging</b>	The district offers some guidance for the implementation of a state- approved evaluation system, but some parts of the system are not implemented with fidelity or could benefit from more support or monitoring.	
<b>4. Not Evident</b>	The district does little to guide or monitor the implementation of a state-approved evaluation system.	

Professional Capacity Data

GDPS - Learning and Teaching (Standard 4): Ensures that professional learning is relevant and addresses adult and student needs		
1. Exemplary	The district fosters a culture of systematic, quality, and relevant professional learning that consistently addresses the needs of its adults and its students.	✓
2. Operational	The district ensures that professional learning at the school and district levels is relevant and addresses adult and student needs.	
3. Emerging	The professional learning at the school and district levels is not consistently relevant or is not consistently linked to adult or student needs.	
4. Not Evident	The professional learning at the school and district levels is not relevant and does not address adult or student needs.	

GDPS - Learning and Teaching (Standard 5): Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed		
1. Exemplary	The impact of professional learning on staff practices and student learning is systematically monitored at the district and school levels by examining performance data throughout the year and timely, appropriate adjustments are made as needed.	
2. Operational	The impact of professional learning on staff practices and student learning is assessed and adjustments are made as needed.	✓
3. Emerging	The impact of professional learning on staff practices or student learning is assessed on a limited or inconsistent basis, or appropriate adjustments are not always made.	
4. Not Evident	The impact of professional learning on staff practices or student learning is not assessed by district or school staff.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>4.Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5.Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6.Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7.Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
<p><b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a>.  <b>Source:</b> TLE Electronic Platform (FY17)</p>	



## 2. DATA COLLECTION ANALYSIS

### 2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

#### Family and Community Engagement Data

GDPS - Family and Community Engagement (Standard 1): Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching		
<b>1. Exemplary</b>	Expectations for family and community engagement are embedded in the culture and result in family and community members being active supporters of student learning and teaching throughout the district.	✓
<b>2. Operational</b>	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	
<b>3. Emerging</b>	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
<b>4. Not Evident</b>	Expectations for family and community engagement have not been established across the district.	

GDPS - Family and Community Engagement (Standard 2): Establishes structures which promote clear and open communication between schools and stakeholders		
<b>1. Exemplary</b>	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
<b>2. Operational</b>	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	✓
<b>3. Emerging</b>	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
<b>4. Not Evident</b>	Structures which promote clear and open communication between schools and stakeholders have not been effectively established or implemented.	

GDPS - Family and Community Engagement (Standard 3): Ensures that families and community members have feedback and problem-solving opportunities throughout the district		
<b>1. Exemplary</b>	The district engages family and community members to take leadership roles in feedback and problem-solving activities throughout the district.	
<b>2. Operational</b>	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	✓
<b>3. Emerging</b>	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
<b>4. Not Evident</b>	Opportunities for family and community feedback and involvement in problem-solving seldom occur in the district.	

Family and Community Engagement Data

GDPS - Governance (Standard 3): Communicates district policies and procedures in a timely manner to relevant audiences		
<b>1. Exemplary</b>	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
<b>2. Operational</b>	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	✓
<b>3. Emerging</b>	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
<b>4. Not Evident</b>	Communication of district policies and procedures to relevant audiences is very limited or ineffective.	

GDPS - Vision and Mission (Standard 2): Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching		
<b>1. Exemplary</b>	The actions of the district are well established and have created a strong culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and in the broader community. Processes and procedures are pervasive in the district and schools to support the district's vision and mission.	
<b>2. Operational</b>	The actions of the district effectively foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching within the district and broader community. Processes and procedures are implemented to support the district's vision and mission.	✓
<b>3. Emerging</b>	The actions of the district are inconsistent in fostering a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Some effective processes and procedures are used to support the district's vision and mission.	
<b>4. Not Evident</b>	The actions of the district do not foster a culture of trust, collaboration, and shared responsibility for improving learning and teaching. Few, if any, effective processes and procedures are used to support the district's vision and mission.	

Leader Keys Effectiveness System- Standard

Standard	Score
<b>2.School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>8.Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia District Performance Standard (GDPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

#### Supportive Learning Environment Data

GDPS - Allocation and Management of Resources (Standard 3): Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning		
<b>1. Exemplary</b>	The district has a comprehensive schedule for ongoing, proactive maintenance of facilities and equipment. Repairs and services are provided in a timely manner and do not disrupt the learning environment.	✓
<b>2. Operational</b>	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>3. Emerging</b>	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
<b>4. Not Evident</b>	The district has done little to develop or implement processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	

GDPS - Allocation and Management of Resources (Standard 4): Provides, coordinates, and monitors student support systems and services		
<b>1. Exemplary</b>	The district provides, coordinates, and systematically monitors a comprehensive, accessible array of services to meet the educational, physical, social and emotional needs of its students.	
<b>2. Operational</b>	The district provides, coordinates, and monitors student support systems and services.	✓
<b>3. Emerging</b>	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
<b>4. Not Evident</b>	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

GDPS - Leader, Teacher, and Staff Effectiveness (Standard 4): Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance		
<b>1. Exemplary</b>	Actions of leaders throughout the district reflect a deep understanding of their leadership roles, responsibilities, and expectations. Leaders demonstrate the appropriate skill sets necessary to improve student learning and staff performance.	
<b>2. Operational</b>	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	✓
<b>3. Emerging</b>	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
<b>4. Not Evident</b>	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

## Leader Keys Effectiveness System- Standard

Standard	Score
<b>1. Instructional Leadership:</b> The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.	
<b>2. School Climate:</b> The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	
<b>3. Planning and Assessment:</b> The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.	
<b>4. Organizational Management:</b> The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	
<b>5. Human Resources Management:</b> The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.	
<b>6. Teacher/Staff Evaluation:</b> The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.	
<b>7. Professionalism:</b> The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.	
<b>8. Communication and Community Relations:</b> The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.	
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Leader Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>1. Professional Knowledge:</b> The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	2
<b>2. Instructional Planning:</b> The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.	2.13
<b>3. Instructional Strategies:</b> The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.	2.03
<b>4. Differentiated Instruction:</b> The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.	1.97
<b>5. Assessment Strategies:</b> The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.	1.97
<b>6. Assessment Uses:</b> The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instruction content and delivery methods, and to provide timely and constructive feedback to both students and parents.	2
<b>7. Positive Learning Environment:</b> The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.	2.03
<b>8. Academically Challenging Environment:</b> The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.	1.97
<b>9. Professionalism:</b> The teacher exhibits a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.	2.23

## Teacher Keys Effectiveness System- Standard

Standard	Score
<b>10. Communication:</b> The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.	2.23
<b>Note:</b> Visit GaDOE Teacher and Leader Effectiveness webpage for the <a href="#">Teacher Keys Effectiveness System rubric</a> . <b>Source:</b> TLE Electronic Platform (FY17)	

## 2. DATA COLLECTION ANALYSIS

### 2.6 Data Analysis Questions

Analyze the LEA’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

<b>What perception data did you use?</b>	SCA uses the school climate survey data for perception data from staff, families, and student perceptions. The annual parent and family input survey sent out each spring is also used as well as additional surveys, feedback sessions, etc. used within the school.
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<b>What does the perception data tell you?</b>	Only 2.7% of respondents to family survey indicated that SCA does not do well creating a welcoming environment for families. In FY18, 98% feel that SCA encourages families to be involved in their child’s education. In FY18, 92% of families stated they attend one or more of SCA’s Celebrations of Learning. Twenty percent of families said they agree to the statement, "I frequently volunteer to help on special projects at my student's school." Twenty percent of families agreed to the statement, "I am actively involved in activities at my student's school." Students agree, 41%, that "students in my class behave so teachers can teach."
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<b>What process data did you use?</b>	FY18 family engagement, FY18 elective participation, FY18 PTO participation, FY18 discipline action
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<b>What does your process data tell you?</b>	In FY18, attendance at Celebrations of Learning was 80-90% of total enrollment. 100% of SCA scholars participated in P.E., Art, Music, and Spanish at least one day per week. 25% of enrolled families are members of SCA’s PTO. In FY18, 62 total discipline actions were reported by 26 students.
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<b>What achievement data did you use?</b>	FY18 preliminary GMAS results, FY18 Reteach/Enrich data
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<b>What does your achievement data tell you?</b>	FY18 GMAS: The projected weighted proficiency for ELA increased from 54.5 in FY17 to 57.4 in FY18, a 5.3% increase. The projected weighted proficiency for math increased from 56 in FY17 to 60.8 in FY18, an 8.6% increase. The weighted proficiency for science increased from 42 in FY17 to 48 in FY18, a 14.7% increase. The weighted proficiency in social studies increased from 47 in FY17 to 53 in FY18, a 12.9% increase. FY18 Reteach/Enrich: Reteach/Enrich resulted on an average of 52.4% increase in mastery of skills addressed.
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<p><b>What demographic data did you use?</b></p>	<p>Enrollment, Student Subgroups, Attendance, Discipline Referrals</p>
<p><b>What does the demographic data tell you?</b></p>	<p>SCA's projected enrollment for FY19 is 521 scholars. Of these 521 scholars, 49% are male and 51% female and 55% Caucasian and 45% African American, Hispanic, Asian or other race. Our current staff consists of 63 employees. In FY18, 87% of scholars were absent for less than 10% of enrolled days. Average daily attendance was 94.4% in FY18. In FY18, 12.4% of enrolled scholars were eligible to receive special education services. In FY18, 56% of scholars were classified as economically disadvantaged. In FY18, total discipline incident events were 60, 58 of which were severity level 1 and 2 were severity level 2.</p>



### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Strengths and Challenges Based on Trends and Patterns

<p><b>Coherent Instructional:</b> Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The implementation of EL Education and Eureka Math has provided teachers with curriculum resources necessary to support instructional needs and drive student achievement. Additional professional learning to support the implementation of these programs is imperative for continued success. Grade level planning, professional learning, and data meetings along with schoolwide meetings for professional learning, planning, and training have been strategically designed and scheduled to allow for the highest level of effective collaboration. The use of programs such as Front Row Ed and NWEA MAP provide additional opportunities for data to be used to drive student achievement. SCA is using integration of the arts to increase student achievement. SCA is in the process of developing a strategic plan that will compile programmatic implementation plans and professional learning opportunities needed to meet SCA's mission and vision.</p>
<p><b>Effective Leadership:</b> Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>SCA has a common vision for student achievement, a critical component for effective leadership. SCA leadership and governance believe that a common vision combined with the implementation of policies, procedures, and practices is imperative for student achievement. Professional learning opportunities will be extended to leadership for core academic programs and initiatives as well as additional professional learning to support the responsibilities of the leadership team. SCA leadership will focus on development of a 3-5 year strategic plan and additional partnerships and stakeholder engagement will be facilitated to further increase stakeholder engagement. Leadership will strategically analyze data in a timely and consistent manner to continually inform instructional practices and program design.</p>
<p><b>Professional Capacity:</b> Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>SCA is focused on building professional capacity through contracted services to support the implementation of the EL Education K-5 curriculum and the integration of the arts. In FY18, staff members attended the EL Education National Conference and EL Education site seminars. On-site training including whole group instruction, model lessons, and planning sessions were conducted focused on the integration of the arts. Staff members also attended a three-day foundational training course focused on arts integration.</p>

## Strengths and Challenges Based on Trends and Patterns

<p><b>Family and Community Engagement:</b> Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>SCA implemented "Celebrations of Learning" as a culminating event in FY18. Celebrations of Learning were held three times a year for both family and community attendance to provide an authentic audience for scholars to display their work. This practice was extremely successful and resulted in an increase of family and community stakeholder attendance from approximately 35% to 85%. Three Coffee Chats were held during the school year to allow families an informal opportunity to ask questions and provide input.</p>
<p><b>Supportive Learning Environment:</b> Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Collaboration is key to the attainment of SCA's vision and mission. Grade level planning, professional learning, and data meetings along with schoolwide meetings for professional learning, planning, and training are strategically designed and scheduled to allow for the highest level of effective collaboration and the delivery of a cohesive educational approach. SCA's instructional leadership team will continue to review data, grade level plans, and our new Reteach/Enrich program to ensure all students needs are being met. SCA is focused on enhancing the Arts Integration component of the EL Education model. Professional learning and community partnerships are critical for the implementation of Arts Integration to enhance SCA's educational program and support all students.</p>
<p><b>Demographic and Financial:</b> Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Our student population mirrors our community and we have children from every public school in both the city and county district, private schools and children who have been home schooled. This diversity is ideal for the mission and vision of our school but creates a significant amount of inconsistency in the foundational skills that have been taught for children who began attending SCA in the upper grades and received foundational instruction from a variety of educational programs. The implementation of the Reteach/Enrich block combined with staff members designated to support programs for math and reading intervention is designed to close achievement gaps and support the needs of all learners.</p>
<p><b>Student Achievement:</b> Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>The projected weighted proficiency for ELA increased from 54.5 in FY17 to 57.4 in FY18, a 5.3% increase. The projected weighted proficiency for math increased from 56 in FY17 to 60.8 in FY18, an 8.6% increase. In FY17, SCA implemented a new curriculum resource in both ELA and math. Although implementation resulted in significant progress in both areas, familiarity with the curriculum along with multiple intensive PD opportunities prior to the start of the school year resulted in increased success in FY18. In addition to these factors, SCA has analyzed data from benchmark testing and GMAS scores to identify areas of weakness that need additional focus and curriculum maps have been updated accordingly. The weighted proficiency for science increased from 42 in FY17 to 48 in FY18, a 14.7% increase. The weighted proficiency in social studies increased from 47 in FY17 to 53 in FY18, a 12.9% increase.</p>

## IDEA - Special Education

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

<b>Strengths</b>	SCA now has a special education director who does not have an instructional caseload. This staff change will improve the timeliness and efficiency of paperwork as well as provide an increased level of support for staff.
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<b>Challenges</b>	Although not new to special education, the special education coordinator is new to this position. Regular education teachers struggle with providing instruction on grade level standards given the child's current level of performance.
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## Title I - Part A - Improving Academic Achievement of Disadvantaged

<b>Strengths</b>	SCA utilizes Title I funds efficiently to support academic achievement for disadvantaged students. SCA is a schoolwide Title I school. SCA provides math and reading intervention programs with additional staff and resources to support student achievement. Title I also provides intervention resources, curriculum materials and resources and family engagement initiatives.
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<b>Challenges</b>	SCA has a significant number of students who would benefit from intervention services. Creating a model that provides all students requiring extra assistance the opportunity while also not allowing for a model where the student:teacher ratio is too high for optimal intervention and limits exposure to grade level material in the classroom.
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## Title I, Part A - Foster Care

<b>Strengths</b>	SCA works with DFCS to develop a transportation plan each year and collaborates with DFCS as needed to meet the needs of foster children enrolled at SCA.
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<b>Challenges</b>	Identification is primarily based off report by the foster care family.
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## Title I, Part A - Parent and Family Engagement

<b>Strengths</b>	SCA engages in proactive, strategic, and persistent efforts to create meaningful family engagement. Efforts are monitored each year and changes are made to best meet the needs of our families. Activities such as Celebrations of Learning, student-led conferences, revision meetings, and annual meetings in addition to surveys and other methods to encourage stakeholder input.
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<b>Challenges</b>	SCA does not offer transportation which makes it a challenge for some family members to attend. SCA does not have gym to utilize for childcare with a significant number of children in attendance when classrooms are being utilized for parent/family meetings.
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## Title I, Part C - Education of Migratory Children

<b>Strengths</b>	SCA currently does not have any migrant students. Service design would be based on the individual student's needs.
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<b>Challenges</b>	SCA currently does not have any migrant students. Service design would be based on the individual student's needs.
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## Title I, Part A and Title I, Part D - Neglected and Delinquent Children

<b>Strengths</b>	N/A
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<b>Challenges</b>	N/A
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## Title II, Part A - Supporting Effective Instruction

<b>Strengths</b>	Teacher and leader retention is high and SCA has procedures, practices, and policies in place for preparation and training of staff. Both curriculum resources provide an extensive amount of guidance to support teachers with implementation. Committees are designed to foster leadership opportunities throughout the school and to allow for peer teacher models. SCA places a heavy emphasis on high quality professional development to support instructional practices.
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<b>Challenges</b>	SCA has a high number of teachers with less than four years of experience. SCA's leaders also have less than four years of leadership experience in the elementary setting. Both primary curriculum resources, EL Education and Eureka Math, require an extensive amount of professional learning for effective implementation.
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## Title III - Language Instruction for English Learners and Immigrant Students

<b>Strengths</b>	All ELL are identified, tested, and placed in a timely manner. SCA has great relationships with ELL families. All ELL families have passed and been promoted to the next grade. SCA's EL Education ELA curriculum is designed with ELL students in mind and has specific guidance in each lesson on how to best support these students. SCA has an ESOL manual with clearly defined processes and procedures.
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<b>Challenges</b>	Due to the small number of ELL students, 1 in FY17 and 1 in FY18, it is difficult to demonstrate data trends
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## Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

<b>Strengths</b>	Effective practices are in place to provide all necessary services for identified homeless students. All resources necessary to provide academic success are provided. Title I set-aside provides funding for these students if necessary.
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<b>Challenges</b>	The possibility of family changes resulting in a student being homeless and SCA not being aware. Particularly with situations such as extended stay in a hotel or with a family member that would qualify a child as homeless.
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## Title I, Part A - Equitable Access to Effective Educators

<b>Strengths</b>	Teacher and leader retention is high and SCA has procedures, practices, and policies in place for preparation and training of staff. Both curriculum resources provide an extensive amount of guidance to support teachers with implementation.
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<b>Challenges</b>	SCA has a high number of teachers with less than four years of experience. SCA's leaders also have less than four years of leadership experience in the elementary setting. Both primary curriculum resources, EL Education and Eureka Math, require an extensive amount of professional learning for effective implementation.
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## Title IV, Part A - Student Support and Academic Enrichment

<b>Strengths</b>	In FY18 Title IV funds were transferred to Title I. In FY19, all federal funds will be consolidated. However, SCA's focus on arts integration and social emotional learning directly align with Title IV fund initiatives.
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Title IV, Part A - Student Support and Academic Enrichment

Challenges	No specific challenges with Title IV due to the transfer/consolidation of Title IV funds.
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Title V, Part B - Rural Education

Strengths	N/A
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Challenges	N/A
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### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

##### Overarching Need # 1

Additional Considerations	
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##### Overarching Need # 1

Overarching Need	Deeper level of implementation of EL Education and Arts Integration models to increase student achievement in academic content areas of ELA, math, science, and social studies.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

##### Overarching Need # 2

Overarching Need	Deeper level of implementation of EL Education and Arts Integration models to support SCA's student achievement domains of high-quality work and character and culture.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

### 3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

#### 3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

**Overarching Need - Deeper level of implementation of EL Education and Arts Integration models to increase student achievement in academic content areas of ELA, math, science, and social studies.**

**Root Cause # 1**

Root Causes to be Addressed	Teachers need additional professional learning to implement all curriculum resources effectively.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

**Root Cause # 2**

Root Causes to be Addressed	Teachers need support on integrating science and social studies standards not addressed through content-based ELA curriculum and the development of cross-curricular lessons.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and



## Root Cause # 2

Impacted Programs	Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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**Overarching Need - Deeper level of implementation of EL Education and Arts Integration models to support SCA's student achievement domains of high-quality work and character and culture.**

## Root Cause # 1

Root Causes to be Addressed	Families and community members have limited understanding of the key components of SCA's model (i.e. deeper learning model, inquiry-based learning, arts integration).
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

## Root Cause # 2

Root Causes to be Addressed	Need increased community partnerships and engagement to support school mission and vision.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students

## Root Cause # 2

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
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## Root Cause # 3

Root Causes to be Addressed	Three year plan strategic plan needs to be developed to provide clear path of implementation to all stakeholders.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

## Root Cause # 4

Root Causes to be Addressed	Lack of a time of leadership to implement cohesive, intentional strategy outside of large school events (i.e. Celebrations of Learning, Coffee Chats, etc.)
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	Title IV, Part A - Student Support and Academic Enrichment IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title II, Part A, Preparing, Training and Recruiting High-Quality Teachers, Principals and other School Leaders Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program



# District Improvement Plan 2018 - 2019



**Scintilla Charter Academy**

DISTRICT IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Scintilla Charter Academy
Team Lead	Amanda Miller

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input checked="" type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

## 2. DISTRICT IMPROVEMENT GOALS

### 2.1 Creating Improvement Goals

#### Creating Improvement Goals

Effective goals assist districts and schools in attaining collective agreement about what work needs to occur for improvement to take place. Goals should focus and prioritize efforts and resources of the district/school to the previously identified needs and create a focus for improvement. Setting goals should be a strategic process which aligns the goals within one of the five systems: Coherent Instruction, Effective Leadership, Professional Capacity, Family and Community Engagement, or Supportive Learning Environment.

There are several categories of goals which may be used in school improvement but the one type which focuses on improving results and not just enhancing processes is a SMART goal. SMART is an acronym for:

**Specific                      Measurable                      Attainable                      Relevant                      Time-Bound**

An example of a SMART goal is:

By the end of the school year 2017 - 2018, all teachers will have training and be included in a PLC for their content-specific area.

Enter the district's two to four overarching needs and related root causes, as identified in the Comprehensive Needs Assessment 2017 - 2018 District Report. Use the codes below to list the structures addressed through the goal within each system. For each system, identify one to six action steps that will be taken to address the root causes that have created the overarching need. Finally, identify any supplemental action steps necessary to ensure the necessary supports are in place for the listed subgroups.

**Coherent Instructional**

- CIS - 1 Planning for quality Instruction
- CIS - 2 Delivering Quality Instruction
- CIS - 3 Monitoring student progress
- CIS - 4 Refining the instructional system

**Family and Community Engagement**

- FCE-1 Welcoming all families and the community
- FCE-2 Communicating effectively with all families and the community
- FCE-3 Supporting student access
- FCE-4 Empowering families
- FCE-5 Sharing leadership with families and the community
- FCE-6 Collaborating with the community

**Effective Leadership**

- EL-1 Creating and maintaining a climate and culture conducive to learning
- EL-2 Cultivating and distributing leadership
- EL-3 Ensuring high quality instruction in all classroom
- EL-4 Managing the District and its resources
- EL-5 Driving improvement efforts

**Supportive Learning Environment**

- SLE-1 Maintaining order and safety
- SLE-2 Developing and monitoring a system of supports
- SLE-3 Ensuring a student learning community

**Professional Capacity**

- PC-1 Attracting staff
- PC-2 Developing staff
- PC-3 Retaining staff
- PC-4 Ensuring staff collaboration

2. DISTRICT IMPROVEMENT GOALS

2.2 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Deeper level of implementation of EL Education and Arts Integration models to increase student achievement in academic content areas of ELA, math, science, and social studies.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Teachers need additional professional learning to implement all curriculum resources effectively.
Root Cause # 2	Teachers need support on integrating science and social studies standards not addressed through content-based ELA curriculum and the development of cross-curricular lessons.
Goal	In the 2018-2019 school year, SCA's CCRPI weighted proficiency score will increase by at least 6% in each content area based on 3rd-5th grade GMAS testing from the 2017-2018 school year.

Equity Gap

Equity Gap	Student achievement identify subgroups, grade level span and content area(s)
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	3 4 5
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-1 Provide targeted teacher development on content, pedagogy and student supports and interventions

Action Step # 1

Action Step	Provide additional staff training on SCA's curriculum resources and model
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment

Action Step # 1

Method for Monitoring Implementation and Effectiveness	Training/PD agendas, sign-in sheets, travel logs
Position/Role Responsible	Admin
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow
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Action Step # 2

Action Step	Expand instructional supports through EIP program in grades K-5 to support ELA and math instruction, after-school programs and summer sessions
Funding Sources	Title I, Part A IDEA
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	data reports, meeting minutes/agendas, progress monitoring, sign-in/out sheets
Position/Role Responsible	Admin, Instructional staff
Timeline for Implementation	Others : August 2018-July 2019

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	Front Row Ed Ignite early/after care Valdosta State University
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Action Step # 3

Action Step	Hire an Arts Integration Coordinator to focus on the coordination of arts integration with SCA's instructional staff.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	agendas, meeting minutes, logs, sign-in/out sheets
Position/Role Responsible	Admin, Arts Integration Coordinator
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow VSU Turner Art Center Additional community organizations
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2. DISTRICT IMPROVEMENT GOALS

2.3 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Deeper level of implementation of EL Education and Arts Integration models to support SCA's student achievement domains of high-quality work and character and culture.
Is Need # 1 also an Equity Gap?	Yes
Root Cause # 1	Families and community members have limited understanding of the key components of SCA's model (i.e. deeper learning model, inquiry-based learning, arts integration).
Root Cause # 2	Three year plan strategic plan needs to be developed to provide clear path of implementation to all stakeholders.
Root Cause # 3	Need increased community partnerships and engagement to support school mission and vision.
Root Cause # 4	Lack of a time of leadership to implement cohesive, intentional strategy outside of large school events (i.e. Celebrations of Learning, Coffee Chats, etc.)
Goal	In the 2018-2019 school year, SCA will see a 15% increase in the number of families and community members attending school events and volunteering in support of the school as measured by sign-in sheets and volunteer logs.

Equity Gap

Equity Gap	CCRPI Star climate rating
Content Area(s)	ELA Mathematics Science Social Studies
Grade Level Span(s)	K 1 2 3 4 5
Subgroup(s)	Economically Disadvantaged Race / Ethnicity / Minority
Equity interventions	EI-8 Promote the engagement and education of parents, families, community and business partners

**Action Step # 1**

Action Step	Educate parents and families on Habits of Character, standards-based grading, Celebrations of Learning, student portfolios, and innovative school model.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	agendas, sign-in sheets, documentation of communication
Position/Role Responsible	Admin, Instructional Staff, Director of Communications, Family and Community Outreach Coordinator
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow
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**Action Step # 2**

Action Step	Involve experts/artists in residence and design fieldwork opportunities that align with and support curriculum
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	letters, PR materials, agendas, sign-in/out sheets, itineraries
Position/Role Responsible	Admin, Instructional Staff, Director of Communications, Family and Community Outreach Coordinator

Action Step # 2

Timeline for Implementation	Quarterly
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What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow Turner Art Center Valdosta State University Otis Redding Foundation Community based experts
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Action Step # 3

Action Step	Expand Torch Partner program to establish educational partnerships with community organizations
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	letters, PR materials, logs, meeting minutes/agendas
Position/Role Responsible	Admin, Director of Communications, Family and Community Outreach Coordinator
Timeline for Implementation	Quarterly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow Turner Art Center Valdosta State University Additional community based organizations
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Action Step # 4

Action Step	Hire a Family and Community Outreach Coordinator to focus on increasing the engagement of families and community members.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	meeting minutes, agendas, logs, surveys
Position/Role Responsible	Admin, Family and Community Outreach Coordinator
Timeline for Implementation	Monthly

What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	EL Education ArtsNow VSU Turner Art Center Community based organizations (i.e. Behavioral Health, LAMP, Children's Advocacy Center)
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DISTRICT IMPROVEMENT PLAN

3 Required Questions

Required Questions

Stakeholder Involvement to Improve and Coordinate Activities

<p>In developing this plan, briefly describe how the district sought advice from individuals and organizations [teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in a district that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in Federal ESSA programs and activities designed to meet the purpose of Title II, Part A] regarding how best to improve the district’s activities to meet the purpose of Title II, Part A; and to coordinate district activities under Title II, Part A with other related strategies, programs, Federal ESSA programs, and activities being conducted in the community.</p>	<p>SCA developed a school improvement team with representatives from administrations, teachers, paraprofessionals and additional staff members to provide input along with family members and community partners. In addition to multiple meetings, surveys and direct correspondence methods were used to gain the largest amount of input possible. The process begins in February and continues through the summer as state data is received. SCA will coordinate professional learning activities with federal program funds (Title I) as well as state funding.</p>
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Serving Low Income and Minority Children

<p>Describe how the district will ensure that low-income and minority children enrolled in Title I schools and/or programs are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>SCA's administration identifies teachers' experience and effectiveness within the building, per grade level, per subject area and adjustments of teacher assignments makes adjustment accordingly. SCA has a high standard for teacher effectiveness and due to the flexibility provided with an employment agreement vs. a contract, ineffective teachers are not offered an agreement for the following year. TKES, Learning Walk data, test scores, and formative assessments are utilized to determine effectiveness.</p>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> </ul>	<ol style="list-style-type: none"> <li>1. (Data) SCA uses a variety of data and other methods to identify teacher and student needs to inform PD strategy. School Improvement Plans, CCRPI, school climate scores, CNA, TKES/LKES, staff survey data, benchmark data, formative/summative assessment data.</li> <li>2. (Policy) SCA has implemented fifteen PL days (including pre/post planning), an increase of four days from the previous year, for the 2018-2019 school year. SCA will ensure that all staff receive training on Professional Learning Communities and that this practice is implemented effectively.</li> </ol>
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Professional Growth Systems

<p>Describe the district's systems of professional growth and improvement (for serving both the district and individual schools). The description might include:</p> <ul style="list-style-type: none"> <li>• how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy;</li> <li>• how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded;</li> <li>• how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time);</li> <li>• how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and</li> <li>• what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes.</li> </ul>	<p>3. (Leadership) SCA believes that high-quality professional learning is critical for the implementation of our approach. Because of the innovative practices being used, PL from consultants is often required to deliver professional learning. SCA's leadership attends conferences and events to receive direct training on implementing professional learning on innovative practices. SCA's contracts with an Instructional Coach to provide in-depth coaching cycles to strengthen teacher practices and increase the ability for effective peer mentoring to occur throughout the school.</p> <p>4. (Evidence-based PD) SCA will use data to inform instruction and professional learning. Multiple surveys are used to gain input from staff on professional learning needs and professional learning is designed based on needs. Professional learning will also be designed based on the review of student data and areas of identified needs. Professional Learning Communities will be used to increase collaboration beyond grade level teams.</p> <p>5. (Measures for Improvement) Measures used to determine whether efforts are resulting in improved teaching and student outcomes will include formative/summative assessments, student achievement data from NWEA MAP and state mandated tests, Learning Walks, TKES/LKES, CCRPI data, and EL Education Implementation rubric score.</p>
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PQ – Intent to Waive Certification

<p>State whether or not the district waives certification under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33).</p>	<p>Certification is waived under SCA's broad flexibility waiver.</p>
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PQ – Waiver Recipients

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification</p>	<p>During the 2018-2019 school year, SCA will allow for certification to be waived for teachers in all content fields and grades K-5 (except for special education) through SCA's broad flexibility waiver as a charter school.</p>
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**PQ – Waiver Recipients**

<p>If the district waives certification, specify whether or not, in the current fiscal year, certification is waived for all teachers (except Special Education). If certification is waived for a select group of teachers, please specify for which teachers the district waives certification. The description must address content fields and grade level bands (P-5, 4-8, 6-12, P-12). Please note that in Georgia certification requirements for Special Education teachers CANNOT be waived. All Special Education teachers are required to hold GaPSC special education certification that is in-field for the course to which the teacher is assigned. In addition, Teachers must hold the corresponding GaPSC endorsement.</p>	<p>During the 2018-2019 school year, SCA will allow for certification to be waived for teachers in all content fields and grades K-5 (except for special education) through SCA's broad flexibility waiver as a charter school.</p>
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**PQ – Minimum Qualification**

<p>The district waives certification, state the minimum professional qualifications required for employment of teachers for whom certification is waived (example: Bachelor's Degree, Content Assessment, Coursework, Field Experience etc.)</p>	<p>Bachelor's Degree                  Degree in content area or related field, coursework, and/or field experience                  Pass the GACE basic skills                  Complete Georgia Educator Ethics                  Enroll in a program within the first year if the teacher does not have teaching certificate</p>
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**State and Federally Identified Schools**

<p>Describe actions the district will take to assist its state and federally-identified schools needing support. Include the prioritization of Title II, Part A funds.</p>	<p>With SCA being it's on LEA, a tiered system to determine prioritization of funds is not utilized at a district level. At the school level, Instructional Coaching through the use of general support, professional learning, data analysis and review, and in-depth coaching cycles are provided. The use of Title II, Part A funds will be used to provide professional learning through EL Education. EL Education is the whole school model used at SCA which encompasses content-based ELA curriculum resources, Math Workshop 2.0, and Management in the Active Classroom strategies. EL Education provides a comprehensive approach through professional learning to provide teachers with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards Professional learning activities are sustained, intensive, collaborative, job-embedded, data driven, and classroom-focused.</p>
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CTAE Coordination

<p>Describe how the district will support programs that coordinate and integrate academic and career and technical education content through:</p> <ul style="list-style-type: none"> <li>• coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and</li> <li>• work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</li> </ul>	<p>Currently SCA serves grades K-5. Exposure to various occupations and industries are provided through experts and fieldwork opportunities which are core practices of the EL Education model used at SCA. Instructional strategies naturally incorporate experiential learning opportunities as EL Education's ELA curriculum is content based to provide children with an in-depth experience in a specific content area to build knowledge and establish a connection.</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

<p>Describe how the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.</p>	<p>SCA uses the Responsive Classroom as a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Responsive Classroom is an evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness. Since the implementation of Responsive Classroom, SCA has seen a significant decrease in the number of in and out of school suspensions. Suspension data will continuously be monitored and teacher support and feedback will be given based on data.</p> <p>SCA's behavior component of RTI will be used to provide interventions and offer support. SCA's Character and Culture Coordinator as well as counselors and a contracted school psychologist when necessary will provide additional support and work with parents, students, and staff to address the needs of students experiencing varying degree of social, emotional, mental, and behavioral difficulties.</p> <p>This past year, SCA included Reverse Suspension as one of our disciplinary consequences. Reverse suspension may be assigned specifically or provided as an option to parents as an alternative to traditional consequences. Reverse suspension requires the parent to attend school with the student rather than sending the student home. This allows for the student to remain in his/her learning environment.</p> <p>SCA's Character and Culture Coordinator recently participated in Restorative Practices training. This model will be implemented at SCA in the 2018-2019 school year.</p> <p>SCA will continue to review and revise the student code of conduct and include disciplinary consequences that decrease the use of out of school suspension.</p>
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Middle and High School Transition Plans

<p>Describe how the district will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:</p> <ul style="list-style-type: none"> <li>• coordination with institutions of higher education, employers and local partners; and</li> <li>• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.</li> </ul>	<p>Not applicable, SCA is currently serves K-5th grade only.</p> <p>SCA does coordinate with middle schools in our attendance zone to ease the transition from 5th grade to middle school. This transition occurs in the spring of a child's fifth grade year and includes a visit to the middle school where each child is zoned.</p>
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Preschool Transition Plans

<p>Describe how the district will support, coordinate, and integrate services with early childhood programs at the district or school level, including plans for transition of participants in such programs to local elementary school programs.</p>	<p>Prekindergarten is not currently available at SCA. SCA welcomes any pre-k program coordinator and/or staff members to tour the school and attend open houses.</p> <p>Kindergarten registration occurs during our application and lottery process held in January of February of each year. An Open House is held in December of each year prior to the application window. Tours are also held by request throughout the year. Multiple avenues of social media are used to inform SCA's attendance zone of the registration process for kindergarten.</p> <p>Kindergarten students are invited to attend Open House which is held several days prior to school starting in the fall. Children are introduced to their classroom, teacher, and classmates. Teachers review expectations with the parents. A weekly newsletter is sent home to parents detailing modules and units of study, planned activities, and tips on how parents can help at home.</p>
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Title I, Part A - Targeted Assisted Schools Description

<p>If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.</p>	<p>Not applicable, SCA is a schoolwide school.</p>
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Title I, Part A – Instructional Programs

<p>Provide a general description of the instructional program in the following:</p> <ul style="list-style-type: none"> <li>● Title I schoolwide schools;</li> <li>● Targeted Assistance Schools; and</li> <li>● schools for children living in local institutions for neglected or delinquent children.</li> </ul>	<p>Title I Schoolwide Schools- SCA operates a schoolwide program to improve the entire educational program in our school. Our goal is to assist all students, particularly lowest-achieving students to demonstrate proficiency on academic achievement standards. SCA conducts a needs assessment from February through the summer. Our instructional program provides ongoing professional learning to increase professional capacity and address students with a diverse set of learning needs. SCA has a tiered set of supports to provide the appropriate level of intervention to each student. SCA has a daily Reteach/Enrich block that provides an opportunity for intervention. Priority is made during this time to pull students for small group intervention provided by SCA's EIP staff who meet eligibility criteria. Intervention programs are progress monitored and adjustments are made accordingly. The Reteach/Enrich block will include goal setting and reflection to foster a growth mindset. This Reteach/Enrich approach will be extended to a summer program to provides students with continued learning opportunities when school is not in session and prevent academic regression that often occurs over the summer. SCA has a parent and family engagement policy and compacts that explain how the school will partner with families and other stakeholders to play a critical part of a child's educational experience. The policy and compact describe opportunities for family engagement through events and volunteer opportunities.</p> <p>Targeted Assistance Schools-N/A</p> <p>Schools for children living in local institutions for neglected or delinquent-N/A</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>● the use of the Title I, Part C Occupational Survey;</li> <li>● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>● how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>Below are procedures designed to facilitate the identification, enrollment, and education of migrant students who may enroll at SCA.</p> <p>The Parent Occupational Survey form is included in the new student registration packets and is completed by the parent/guardian of new students enrolling at SCA.</p> <p>If "yes" is checked regarding relocation due to work within the last three years, in addition to the qualifying occupations, the list of students is sent to the GaDOE MEP Region 2 Office.</p> <p>Services for identified students will be coordinated to address instructional and non-instructional needs and resources.</p> <p>Certain migrant students may also qualify for ESO services based on W-APT and ACCESS testing.</p> <p>SCA makes every effort to transfer all pertinent schools records, including information on health, immediately following a records request with parent signature. SCA uses the Georgia-Online IEP (GO-IEP) web-based program. Once a student has been fully enrolled at another school, access is available to view their special-education records.</p>
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Title I, Part C – Migrant Intrastate and Interstate Coordination

<p>Describe how the district will promote interstate and intrastate coordination of services and educational continuity through:</p> <ul style="list-style-type: none"> <li>• the use of the Title I, Part C Occupational Survey;</li> <li>• the timely transfer of pertinent school records, including information on health, when children move from one school to another; and</li> <li>• how the district will use the Migrant Student Information Exchange (MSIX).</li> </ul>	<p>SCA will provide any migrant parent with information on the Migrant Student Information Exchange (MSIX).</p>
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Title I, Part C – Migrant Supplemental Support Services

<p>Describe how the district will provide supplemental support services and outreach activities for migratory preschool children, out-of-school youth and drop-outs and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services during the regular school year and during the summer term.</p>	<p>SCA will communicate and partner with ABAC's Migrant Education Consortium Specialist to provide supplemental support services if and when the school should enroll migratory students. Also, SCA's Family and Community Outreach Coordinator will reach out to community organizations to partner and inform organizations on methods for supporting SCA scholars' education, health, nutrition, and social-emotional needs.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>• IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;</li> </ul>	<p>IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities. SCA currently serves grades K-5. SCA will ensure that all students participating in the general education curriculum with appropriate supports and services. A Reteach/Enrich block will be offered to all students. We will monitor student attendance at all grade levels and increase parent and family engagement by ensuring parents are aware of their child's progress and available resources. SCA will work collaboratively in order to ensure students with disabilities will have access to general education curriculum.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"> <li>• IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;</li> </ul>	<p>IDEA Performance Goal 2: Improve services for young children (3-5) disabilities. SCA currently does not have a pre-k program. SCA has a child find procedure which includes an SST process, advertisement in the local newspaper on an annual basis, and distribution of referral documents to local health organizations.</p>
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IDEA Performance Goals

<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"><li>● IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;</li></ul>	<p>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities; and</p> <p>SCA will continue to provide a full continuum of services that address all areas of need. Professional learning that focuses on specialized and differentiated instruction in the areas of co-teaching, assistive technology, reading, and social-emotional engagement. SCA's schoolwide model, use of Responsive Classroom, and ELA curriculum all include a focus on social-emotional learning and character education. When a self-contained special education classroom is determined to be the least restrictive environment, students in this classroom attend electives and science/social studies at a minimum with regular ed peers and participate in all schoolwide activities.</p>
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<p>Describe how the district will meet the following IDEA performance goals:</p> <ul style="list-style-type: none"><li>● IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</li></ul>	<p>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</p> <p>SCA revised our special education manual in the spring of 2018 to ensure compliance with state and federal laws and regulations. Procedures are in place for peer check and supervisory checks to ensure.</p>
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