



District Improvement Plan 2019 -2020



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, as well as guidance and support to adapt and enhance curricula and assessments to ensure GSE alignment.
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 2019-2020 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 2018-2019 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

Action Step # 1

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Training/PD agendas, sign-in sheets, travel logs
Position/Role Responsible	Admin/Instructional Leadership Team
Timeline for Implementation	August 2019-June 2020

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 and implement co-teaching model 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	August 2019-July 2020

What partnerships with IHEs, business, Non-Profits,	IXL Ignite early/after care
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Action Step # 2

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)?	Valdosta State University
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Action Step # 3

Action Step	Hire Instructional Leadership Staff/Academic Support Staff to support 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, Instructional Leadership Staff
Timeline for Implementation	July 2019-June 2020

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	Five year plan strategic plan needs to be developed to provide clear path of implementation to all stakeholders.
Root Cause # 3	Distribute tasks between Director of Communications and Director of Engagement to increase engagement and involvement of families and community members.
Root Cause # 4	Lack of bandwidth of leadership to implement cohesive, intentional community engagement initiatives outside of large school events (i.e. Celebrations of Learning, Coffee Chats, etc.)
Goal	In the 2019-2020 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, Director of Engagement, Counselor
Timeline for Implementation	August 2019-June 2020

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

Action Step # 2

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
Timeline for Implementation	August 2019-June 2020

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 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, Director of Engagement, Expedition Coordinators
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 Turner Art Center Valdosta State University Additional community based organizations
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Action Step # 4

Action Step	Distribute tasks between Director of Communications and Director of Engagement to increase engagement and involvement 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 strategic plan to address the needs and achievement gaps of its lowest performing scholars include goals to address needs for each subgroup. 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 benchmark assessments are utilized to determine effectiveness. Upon opening, SCA has focused on the recruitment of highly-qualified and effective teachers as well as building capacity of our staff each year through targeted professional development. SCA continues to focus on developing and implementing effective teams to review school data, enhancing a consistent communication of assessment data (formative and summative) to our families, and professional learning opportunities on the delivery of effective research/evidence-based instructional strategies.</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"> • how the district uses data and other evidence to identify teacher and student needs and to inform professional development strategy; • how district policies provide sufficient time and resources to ensure professional development is sustained, ongoing, and job-embedded; • how the district builds the requisite leadership capacity for those who facilitate professional development (and sustains them over time); • how the district is moving toward evidence-based professional development that aligns with ESSA's new definition of professional development; and • what measures will be used to determine whether district and school efforts are resulting in improvements in teaching and student outcomes. 	<ol style="list-style-type: none"> 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. 2. (Policy) SCA has implemented ten PL days (including pre/post planning), for the 2019-2020 school year. SCA will ensure that all staff receive training on Professional Learning Communities and that this practice is implemented effectively. 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 Instructional Coaches will provide in-depth coaching cycles to strengthen teacher practices and increase the ability for effective peer mentoring to occur throughout the school. 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. 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 diagnostic and benchmarking assessments, Learning Walks, TKES/LKES, CCRPI data, and EL Education Implementation rubric score.
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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 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 2019-2020 school year, SCA will allow for certification to be waived for teachers in all content fields and grades K-6 (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>Clearance Certificate 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. Professional learning activities are sustained, intensive, collaborative, job-embedded, data driven, and classroom-focused.</p>
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State and Federally Identified Schools

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"> • coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries; and • work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. 	<p>SCA will expand to add 6th grade in FY20 and will serve grades K-6. 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. SCA's school counselor will support Expedition Coordinators and elective team in providing career lessons in grades 1-6 and connecting these lessons to local businesses and community members.</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 Counselor, a position added in FY20, 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>SCA uses Reverse Suspension as one of our disciplinary</p>
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Efforts to Reduce Overuse of Discipline Practices that Remove Students from the Classroom

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.

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.
SCA's Special Education Coordinator has participated in Restorative Practices training. This model was implemented at SCA in the 2018-2019 school year. 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.

Middle and High School Transition Plans

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:
• coordination with institutions of higher education, employers and local partners; and
• increased student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identify student interests and skills.

Not applicable, SCA currently serves K-6th grade only.

Preschool Transition Plans

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.

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.
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.

Preschool Transition Plans

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.	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.
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Title I, Part A - Targeted Assisted Schools Description

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.	Not applicable, SCA is a schoolwide school.
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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"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<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 January 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's EIP staff provides co-teaching intervention support in the classroom for those who meet eligibility criteria. Intervention programs are progress monitored and adjustments are made accordingly. 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>
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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"> ● Title I schoolwide schools; ● Targeted Assistance Schools; and ● schools for children living in local institutions for neglected or delinquent children. 	<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"> ● the use of the Title I, Part C Occupational Survey; ● the timely transfer of pertinent school records, including information on health, when children move from one school to another; and ● how the district will use the Migrant Student Information Exchange (MSIX). 	<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> <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</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 Director of Communication and/or Counselor 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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Title I, Part C – Migrant Supplemental Support Services

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.

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 Director of Communication and or Counselor will reach out to community organizations to partner and inform organizations on methods for supporting SCA scholars' education, health, nutrition, and social-emotional needs.

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;

IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities.
SCA currently serves grades K-6. SCA will ensure that all students are participating in the general education curriculum with appropriate supports and services. 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 every 9 weeks. SCA will work collaboratively in order to ensure students with disabilities will have access to general education curriculum. Upper elementary through sixth grade scholars will be encouraged to participate in all or part of IEP meetings so they can be an active participant in their education. A parental and student input form is sent home before each IEP meeting so that any ideas and concerns can be addressed at the scheduled meeting. With student's being involved in their individual education plan, it allows the team to get to know the student as an individual and realize their goals and desires for their future. It is our wish to promote self-advocacy, responsibility, and intrinsic motivation within our scholars. Attendance is monitored closely by school staff. If a student accumulates an excessive amount of absences, a process for family conferences has been established to address attendance issues and support families with their needs. The LEA has developed a check in/check out program. This program assigns a student in need of extra emotional or behavioral support with a staff member. This staff members purpose is to assist with their scholar's specific and individual needs and provide them with a confidant and accountability partner. Scintilla Charter Academy has also created a family and community night called Celebration of Learning held multiple times during each school year. This is an opportunity for families and community members to come and be involved with what their child has learned. The student's artwork and high quality academic work samples are displayed throughout the school building. Special education students take part in the general education curriculum as well as participate in a wide range of electives. SCA offers music, physical education, art, and Spanish for grades k-6. We also offer agriculture classes, theatre, STEAM, engineering, and band in order to prepare our middle grades for career readiness.

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

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.

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

SCA will continue to provide a full continuum of services that address all areas of need for SWDs. Effective delivery of related services, access to the general education setting and curriculum through the multi-tiered system of supports, delivery of specially designed instruction to implement a systematic approach to special education is provided. SCA will continue to use differentiated instruction effectively among all teachers (regular and co-teaching teams) to accommodate, measure, and produce a learning environment based on the instructional needs of students with disabilities. 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 school wide activities. Regular education teachers participate in IEP meetings. Professional learning focusing on specialized and differentiated instruction in the areas of co-teaching, assistive technology, reading, and social-emotional engagement, IDEA compliance, due process, and determination of LRE is provided to SCA’s special education team. SCA’s schoolwide model, use of Responsive Classroom techniques, and ELA curriculum all include a focus on social-emotional learning and character education. A counselor has also been hired for FY20 to support all scholars. Fiscal monitoring is conducted to ensure federal funds are allocated based on student needs.

IDEA Performance Goals

Describe how the district will meet the following IDEA performance goals:

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.
SCA's special education manual is reviewed and revised as needed to ensure compliance with state and federal laws and regulations. Procedures are in place for peer check and supervisory checks for proper documentation and use of best practices. The special education director participates in monthly webinars and attends professional development training to stay up to date on the latest policies and procedures. These policies and procedures are then communicated with the special education team in monthly meetings or emails. Due process checklists are conducted biannually by each case manager to ensure that all required documentation is in compliance. These checklists are then reviewed by the special education director. Using Go IEP dashboard, the special education director has access to monitor all case managers and their caseloads. Emails and reminders are sent daily to ensure timelines are met and lapses are avoided.