



Comprehensive Needs Assessment 2020 - 2021 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)	Ashley Austin
McKinney-Vento Homeless	Homeless Liaison	Amanda Miller/Staci Haire
Neglected and Delinquent	N&D Coordinator	N/A
Rural	REAP Coordinator	N/A
Special Education	Special Education Director	Meagan Odom
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/Staci Haire
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	Brooke Knight
Multiple Program(s)	Finance director	Angela Chastain
Multiple Program(s)	Other federal programs coordinators	Meagan Odom
Multiple Program(s)	CTAE coordinator	
Multiple Program(s)	Student support personnel	Ashley Austin
Multiple Program(s)	Principal representatives	Mandy Avera

Recommended and Additional Team Members

Program	Position/Role	Name
Multiple Program(s)	High school counselor / academic counselor	
Multiple Program(s)	Early childhood or Head Start coordinator	
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	Brooke Knight/Ashley Austin
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	Blake Tucker
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	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	Missy LeFiles/Holly Reid/Stephanie Brock
Title II, Part A	Other Organizations or Partners with relevant and demonstrated expertise	Multiple
Title I, Part A	Parents of English Learners	NA

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	

Recommended and Additional Stakeholders

Program	Position/Role	Name
Migrant	Local migrant workers or migrant community leaders	
Migrant	Farm worker health personnel	
Migrant	Food bank representatives	
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	

<p>How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?</p>	<p>Multiple opportunities were provided to recruit stakeholders to ensure an inclusive group with varied perspectives. A family 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. Members of the school staff were given the opportunity to provide input through focus meetings, individual discussions and planning sessions, and centralized access and opportunities for input to SCA's school improvement plan. School board members, as well as a variety of community members, business representatives, and post-secondary programs also participated in this process.</p>
--	---

<p>How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?</p>	<p>Multiple engagement methods are used during the comprehensive needs assessment to allow a wide variety of stakeholders to provide feedback. Feedback sessions and surveys, both digital and paper versions, are used to gather feedback from parents/families, personnel, scholars, as well as other key contributors representing SCA's stakeholder subgroups (i.e. parents of low-income students, SWD, and Title I students). Meetings, interviews and email correspondence are used to gather feedback during the needs assessment process. Documents are available in the front lobby for review and input to allow a flexible and ongoing opportunity for all stakeholders. The analysis of data and information gathered during the CNA process is used to develop an improvement plan specifically targeting areas of need. Although SCA does not currently have students from all stakeholder groups, the school improvement plan includes identification of potential needs for these subgroups.</p>
--	---

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		
Exemplary	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.	√
Operational	The district engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards.	
Emerging	The district processes for engaging and supporting schools in curriculum design without district process or support.	
Not Evident	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.		
1. Exemplary	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.	√
2. Operational	2. The district develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools.	
3. Emerging	3. The district expectations for implementing curriculum, instruction, or assessment practices are not fully developed or are not clearly communicated to all schools.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	2. The district effectively guides, supports, and evaluates the implementation of curriculum, instruction, and assessments.	√
3. Emerging	3. The district provides limited guidance and support for evaluating the implementation of curriculum, instruction, and assessments.	
4. Not Evident	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		
1. Exemplary	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.	√
2. Operational	2. The district guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning.	
3. Emerging	3. The district provides some limited guidance and support in the selection or implementation of effective strategies, programs, and interventions to improve student learning.	
4. Not Evident	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.	

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		
1. Exemplary	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.	
2. Operational	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.	√
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	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.	√
2. Operational	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.	
3. Emerging	The district inconsistently allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The organization and allocation of personnel, expertise, and services are sufficient to achieve district and individual school goals.	√
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	A collaborative, data-driven planning process results in aligned, comprehensive plans at the district and school levels for improving student learning.	
2. Operational	At the district and school levels, staffs engage in a collaborative, data-driven planning process to improve student learning.	√
3. Emerging	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.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	The district uses protocols and processes for problem solving, decision-making, and removing barriers.	√
3. Emerging	District use of protocols and processes for problem solving, decision-making, or removing barriers is limited or inconsistent.	
4. Not Evident	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.	

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		
1. Exemplary	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.	√
2. Operational	Processes that increase the effectiveness of leaders, teachers, and staff have been established and consistently implemented throughout the district.	
3. Emerging	Processes that increase the effectiveness of leaders, teachers, and staff are not fully developed or are implemented unevenly or inconsistently across the district.	
4. Not Evident	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		
1. Exemplary	The district collects and analyzes comprehensive data from the state-approved evaluation system to inform staff retention, salaries, and professional learning throughout the district.	
2. Operational	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.	√
3. Emerging	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.	
4. Not Evident	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.	

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		
1. Exemplary	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.	
2. Operational	Expectations for schools to engage families and the community to support learning and teaching are established and communicated throughout the district.	√
3. Emerging	Expectations for family and community engagement are inconsistent, varying from school to school, or are unevenly communicated across the district.	
4. Not Evident	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		
1. Exemplary	The district implements and continuously monitors structures for reliable, ongoing, and interactive communication between the schools and stakeholders.	
2. Operational	Structures which promote clear and open communication between schools and stakeholders have been effectively established.	√
3. Emerging	The district structures between schools and stakeholders result in communication that sometimes may not be consistent, clear, or timely.	
4. Not Evident	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		
1. Exemplary	The district engages family and community members to take leadership roles in feedback and problem- solving activities throughout the district.	
2. Operational	The district ensures that family and community members routinely have feedback and problem-solving opportunities throughout the district.	√
3. Emerging	Opportunities for family and community members to be involved in feedback and problem-solving are limited or inconsistently provided across the district.	
4. Not Evident	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		
1. Exemplary	Strategic, comprehensive processes and protocols are in place for clearly and continuously communicating policies and procedures in a timely manner to all stakeholders.	
2. Operational	The district consistently communicates policies and procedures in a timely manner to relevant audiences.	√
3. Emerging	Communication of policies and procedures to relevant audiences is sometimes inadequate or inconsistent.	
4. Not Evident	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		
1. Exemplary	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.	
2. Operational	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.	√
3. Emerging	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.	
4. Not Evident	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.	

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		
1. Exemplary	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.	√

2. Operational	The district develops and implements effective processes to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
3. Emerging	Irregular or insufficient processes are in place to maintain facilities and equipment to ensure an environment which is safe and conducive to learning.	
4. Not Evident	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

1. Exemplary	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.	
2. Operational	The district provides, coordinates, and monitors student support systems and services.	√
3. Emerging	The district provides some student services, but improvements are needed in some areas such as program coordination and monitoring.	
4. Not Evident	The district has systemic problems with providing, coordinating, or monitoring student support systems or services.	

Supportive Learning Environment Data

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		
1. Exemplary	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.	
2. Operational	The district defines the roles, responsibilities, skill sets, and expectations of leaders at all levels to increase student learning and staff performance.	√
3. Emerging	The general roles, responsibilities, skill sets, or expectations for leaders are not fully developed by the district.	
4. Not Evident	Leader roles, responsibilities, skill sets, and expectations are not defined or are not up-to-date at the school or district levels.	

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).

What perception data did you use?	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.
What does the perception data tell you?	<p>Only 1.8% (a decrease from 2.7% in FY18's survey) of respondents to family survey indicated that SCA does not do well creating a welcoming environment for families. In FY19, 98.2% (an increase from 98% in FY18) feel that SCA encourages families to be involved in their child's education. In FY19, 94.4% (an increase from 92% in FY18) of families stated they attend one or more of SCA's Celebrations of Learning.</p> <p>In response to "I feel like I do well in school," 33.4% responded with "always", 45.3% with "often", and 20% with "sometimes." When given the prompt, "My school wants me to do well," 92.5% of students responded with "always." In response to "My school has clear rules for behavior," 94.3% responded with 81% responded with "always" and 94.3% responded with either "always" or "often." In FY20, 82.6% of families have some or no concern with their child returning to school for in-person instruction. 91.2% of staff members have some or no concerns with returning for in-person instruction. Individual open house sessions were preferred by families and staff members to provide a welcoming environment for families and an initial opportunity to encourage families to be involved in their child's education.</p>
What process data did you use?	FY20 family engagement, FY20 Celebration of Learning participation, FY20 elective participation, FY20 PTO participation, FY20 discipline action
What does your process data tell you?	In FY20, 100% of SCA scholars participated in P.E., Art, Music, and Spanish at least one day per week. Approximately 16% of enrolled families are members of SCA's PTO. In FY20 with the abbreviated school calendar, 8 total discipline actions were reported by 2 students.
What achievement data did you use?	FY19 GMAS results, FY20 Navy results, FY20 school level assessments

What does your achievement data tell you?

FY19 GMAS: The projected weighted proficiency for ELA increased from 54.5 in FY18 to 57.4 to 62.4 in FY19, a 5 point increase. The projected weighted proficiency for math increased from 60.8 in FY18 to 60.4 in FY19, a 0.4 point decrease. The weighted proficiency for science decreased from 48 in FY18 to 41 in FY19, a 7 point decrease. The weighted proficiency in social studies decreased from 53 in FY18 to 45.2 in FY19, a 7.8 point decrease.

Students Scoring Developing Learner and above: FY18 vs. FY 19 vs. FY20

ELA:	FY18	FY19	FY20	Math:	FY18	FY19	FY20
3 rd	74.7	68.9	NA	3 rd	86.1	76.2	NA
4 th	70.3	80.3	NA	4 th	87.8	90.8	NA
5 th	70.3	84.7	NA	5 th	60.9	75.0	NA

SC:	FY18	FY19	FY20	SS:	FY18	FY19	FY20
5 th :	59.4	52.8	NA		73.4	75.0	NA

Students Scoring Proficient Learner and above: FY18 vs. FY19 vs. FY20

ELA:	FY18	FY19	FY20	Math:	FY18	FY19	FY20
3 rd	40.5	32.6	NA	3 rd	44.3	37.5	NA
4 th	39.2	39.5	NA	4 th	44.6	40.8	NA
5 th	26.6	36.1	NA	5 th	26.6	25	NA

SC:	FY18	FY19	FY20	SS:	FY18	FY19	FY20
5 th :	31.3	27.8	NA	5 th :	26.6	15.3	NA

What demographic data did you use?	Enrollment, Student Subgroups, Attendance, Discipline Referrals
------------------------------------	---

What does the demographic data tell you?	SCA's enrollment for FY21 is 590 scholars. Of these 590 scholars, 51% are male and 49% female and 54% Caucasian and 33% African American, 13% are Hispanic, Asian or other race. Our current staff consists of 75 employees. Student attendance was 96.7% in FY20. In FY21, 11.7% of enrolled scholars are eligible to receive special education services. In FY21, 41.7% of scholars are classified as economically disadvantaged. In FY20, total discipline incident events were 8 with the amended school calendar.
--	--

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>Coherent Instructional: 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. Instructional Coaches are focused on support instructional staff with using these primary curriculum resources to support student achievement while maintaining a level of rigor that is aligned to GSE and assessments. 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 Navvy provides a laser-focused approach on standards mastery necessary to drive student achievement. SCA is using integration of the arts to increase student achievement. SCA is implementing a three year work plan that compiles programmatic implementation plans and professional learning opportunities needed to meet SCA's mission and vision. Primary instructional levers supported by the work plan include reading, writing, and problem-solving/CGI.</p>
--	---

<p>Effective Leadership: 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's common vision has been clearly articulated and communicated to staff members. SCA leadership is implementing a 3 year work 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>
---	--

Strengths and Challenges Based on Trends and Patterns

<p>Professional Capacity: 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 instructional support staff as well as contracted services support as needed. SCA has two full-time instructional coaches in place, as well as a contracted coach for ELA support, and gifted testing and program design. In FY20, staff members attended an EL Education site seminar, GADOE STEAM conference. SCA’s Instructional Coaches attended the IMSE Orton Gillingham comprehensive training. On-site contracted training included the implementation of the Reading Horizons approach. For FY21, contracted PD will be continued with Reading Horizons and math instruction with a focus on problem solving. PD is conducted weekly with grade level teams and bi-monthly for ELA and math/SC departments on Fridays. SCA scholars dismiss at 1pm on Fridays to allow for extended PD, instructional data analysis, and planning.</p>
<p>Family and Community Engagement: 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>In FY20, Celebrations of Learning were scheduled for two-three times a year for both family and community attendance to provide an authentic audience for scholars to display their work. This practice has been extremely successful and has resulted in a significant increase of family and community stakeholder attendance. However, due to restrictions for large group gatherings, Celebrations of Learning have not been scheduled for FY21. Individual student-led conferences will be held three times a year in FY21. In May of each year, SCA scholars, staff and families participate in Better World Day to provide an additional opportunity for parent and family engagement.</p>
<p>Supportive Learning Environment: 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 school wide 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 and grade level plans, to ensure all students’ needs are being met. SCA is focused on enhancing the Arts Integration component of our school’s model. Elective staff members collaborate with instructional staff, review unit plans, and design arts integrated learning targets built around quarterly unit plans aligned to GSE. 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>Demographic and Financial: 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 middle to upper grades and have received foundational instruction from a variety of educational programs. Staff members designated to support programs for math and reading intervention as well as enrichment through the use of co-teaching model is designed to close achievement gaps and support the needs of all learners.</p>

Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: 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>FY19 GMAS: The projected weighted proficiency for ELA increased from 54.5 in FY18 to 57.4 to 62.4 in FY19, a 5 point increase. The projected weighted proficiency for math increased from 60.8 in FY18 to 60.4 in FY19, a 0.4 point decrease. The weighted proficiency for science decreased from 48 in FY18 to 41 in FY19, a 7 point decrease. The weighted proficiency in social studies decreased from 53 in FY18 to 45.2 in FY19, a 7.8 point decrease. 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. Score decreases in ELA and math in third grade impacted overall score and increases seen in 4th ELA and 5th grade ELA and math. The FY19 3rd grade class has a high number of students identified as eligible for special education, as well as a high number of students in the tiers of intervention. Both the ELA and math curriculum resources are extensive and require professional development support and coaching for effective implementation. In FY19, teachers in 3rd grade had first year experience with math (2/4 teachers) and ELA (3/4 teachers), with GSE and curriculum resources. In 4th and 5th grade ELA and math, there was an increase in scholars scoring at the developing learner and level and above. Fifth grade SC/SS was departmentalized (taught by one teacher) and overall scores decreased in both subjects. Due to the cancellation of statewide assessments due to the COVID-19 pandemic, FY20 GMAS score are not available. Although SCA’s internal testing calendar was amended also due to school closure, SCA uses internal scores from Navvy assessments that were completed as well as additional in-house formative/summative data to identify trends and patterns to support the identification of student, teacher, and leader needs. .</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.

<p>Strengths</p>	<p>The special education team recognizes the importance of increasing student achievement, horizontal and vertical collaboration, student family involvement, engagement, and self-advocacy. Meetings are held on a regular basis with the special education team led by the special education coordinator. Special education teachers are included in professional development with their general education peers.</p>
------------------	---

Challenges

It is important to increase the Lexile, math and ELA GMAS, and GAA scores of SWDs. It is always a challenge to find academic time to address weaknesses that doesn't result in students missing time in the general education classroom. In order to extend the learning time of SWD to address gaps in skills, SCA is constantly considering the design of school schedules and to maximize the academic time within the school day. In FY21, Goal Time, a dedicated time for intervention and accelerations was added to the master schedule. SCA's Instructional Coaches and Special Education Coordinator are working in partnership to increase consistency with practices and effectiveness of MTSS through resources and training.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Strengths

SCA utilizes Title I funds efficiently to support academic achievement for disadvantaged students. SCA is a school wide 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.

Title I - Part A - Improving Academic Achievement of Disadvantaged

Challenges	SCA has a significant number of students who would benefit from intervention services. Creating a model that supports teachers in implementing intervention with the support of intervention staff members to provide support while also not allowing for a model that limits exposure to grade level material in the classroom. In FY21, a Goal Time acceleration/intervention block was scheduled for both ELA and math in all grades. This block of time allows for accelerations and intervention while not limiting exposure to grade level material. Formative assessment and Navy assessment results are used to inform instruction for Goal Time.
------------	---

Title I, Part A - Foster Care

Strengths	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.
Challenges	Identification is primarily based off report by the foster care family.

Title I, Part A - Parent and Family Engagement

Strengths	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, family meetings, and annual meetings in addition to surveys and other methods to encourage stakeholder input.
Challenges	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.

Title I, Part C - Education of Migratory Children

Strengths	SCA currently does not have any migrant students. Service design would be based on the individual student's needs.
-----------	--

Title I, Part C - Education of Migratory Children

Challenges	SCA currently does not have any migrant students. Service design would be based on the individual student's needs.
------------	--

Title I, Part A and Title I, Part D - Neglected and Delinquent Children

Strengths	N/A
-----------	-----

Challenges	N/A
------------	-----

Title II, Part A - Supporting Effective Instruction

Strengths	Teacher and leader retention is high and SCA has procedures, practices, and policies in place for preparation and training of staff. Instructional Coaches and curriculum resources provide an extensive amount of guidance to support teachers with implementation. PD meetings held on Friday after early release provide opportunities for vertical planning and instructional data analysis. SCA places a heavy emphasis on high quality professional development to support instructional practices.
-----------	---

Challenges	To increase student achievement through building increased capacity instructional staff through guidance and support by Instructional Coaches to 1) increase academic rigor through standards aligned assessments that fully capture the depth and breadth of each of the GSE 2) increase student achievement of high-performing/Gifted scholars 3) ensure fidelity and integrity of curriculum alignment and delivery 4) provide a variety of differentiated guidance and support based on content knowledge, experience, and identification of need to deepen teachers understanding of the standards themselves as well as the connections among standards, curriculum resources, and the instructional practices that curriculum resources require 5) increase focus on accountability and use data to drive accountability on student performance and achievement.
------------	---

Title III - Language Instruction for English Learners and Immigrant Students

Strengths	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 ELA curriculum resources have been 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.
-----------	---

Title III - Language Instruction for English Learners and Immigrant Students

Challenges	Due to the small number of ELL students, 1 in FY18, 0 in FY19 and 1 in FY20, it is difficult to demonstrate data trends
------------	---

Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Strengths	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.
-----------	--

Challenges	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.
------------	--

Title I, Part A - Equitable Access to Effective Educators

Strengths	Teacher and leader retention is high and SCA has procedures, practices, and policies in place for preparation and training of staff. Instructional coaches and curriculum resources provide an extensive amount of guidance to support teachers with implementation.
-----------	--

Challenges	SCA is a Title I school-wide school and is the only school in the LEA. SCA strives to maintain an equitable distribution of experienced and high performing teachers at each grade level. Consistent communication of common mindset of expectations is provided to all staff.
------------	--

Title IV, Part A - Student Support and Academic Enrichment

Strengths	In FY21, all federal funds will be transferred to Title I and then consolidated. However, SCA's focus on arts integration and social emotional learning directly align with Title IV fund initiatives.
-----------	--

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.
------------	---

Title V, Part B - Rural Education

Strengths	N/A
-----------	-----

Challenges	N/A
------------	-----

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	
---------------------------	--

Overarching Need # 1

Overarching Need	Deeper level of implementation of the SCA vision, which includes components of the 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 the SCA vision, which includes components of the 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 the SCA vision, which includes components of the 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 curriculum resources effectively, as well as guidance and support to adapt and enhance curricula and assessments to ensure GSE alignment and rigor.
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

Root Cause # 2

Impacted Programs	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
-------------------	--

Overarching Need - Deeper level of implementation of the SCA vision, which includes components of the 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, standards-based learning, 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

Root Cause # 2

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 # 3

Root Causes to be Addressed	Communication of three year work plan 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 bandwidth of leadership to implement cohesive, intentional engagement initiatives 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

Root Cause # 4

This is something we can affect	Yes
Impacted Programs	<p>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</p>



District Improvement Plan 2020 -2021



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 SCA vision, which includes components of the 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 and rigor.
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 20-2021 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 6
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 2020-June 2021

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 Reading Horizons Eduquate ArtsNow
---	---

Action Step # 2

Action Step	Expand instructional supports through Goal Time design, EIP program and co-teaching model in grades K-6 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 2020-July 2021

What partnerships with IHEs, business, Non-Profits,	Reading Horizons Edgenuity Ignite early/after care
---	--

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
---	---------------------------

Action Step # 3

Action Step	Employ 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 2020-June 2021

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 Reading Horizons Eduquate ArtsNow VSU Turner Art Center Additional community organizations
---	---

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 SCA’s vision, which includes components of the 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 work 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 2020-2021 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 6
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, student-led conferences, 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	July 2020-June 2021

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 Reading Horizons Eduquate Navy Turner Art Center Valdosta State University
---	--

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 2020-June 2021

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 Community-based experts Turner Art Center Valdosta State University
---	---

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
---	--

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, Director of Engagement, Director of Communications
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 VSU Turner Art Center Community based organizations (i.e. Behavioral Health, LAMP, Children's Advocacy Center)
---	--

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 as in place a team of representatives from administrations, teachers, paraprofessionals and additional staff members to provide school improvement 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>
---	--

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>
--	---

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, Navy data, benchmark data, and formative/summative assessment data. 2. (Policy) SCA has implemented twelve PL days (including pre/post planning), for the 2020-2021 school year. In addition to full PD days, each Friday, students are release early to allow for an additional 1.5 hours each week. 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.
--	--

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>
---	--

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 2020-2021 school year, SCA will allow for certification to be waived for teachers in all content fields and grades K-6 (except for special education service areas in alignment with the student’s IEP) through SCA’s broad flexibility waiver as a charter school.</p>
--	---

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>
--	--

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>
--	--

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 serves 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 grade level teachers and the elective team in providing career lessons in grades 1-6 and connecting these lessons to local businesses and community members.</p>
--	---

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 MTSS 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>
--	--

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>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 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>
--	--

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"> • 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. 	<p>Not applicable, SCA currently serves K-6th grade only.</p>
---	---

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/January of each year prior to or during 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>
---	---

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>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. This year, due to restrictions with large group gatherings, individual Open House conferences were held with each family. 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>
---	--

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 school wide school.</p>
---	---

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 school wide schools; • Targeted Assistance Schools; and • Schools for children living in local institutions for neglected or delinquent children. 	<p>Title I School wide Schools- SCA operates a school wide 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 intervention support 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>
---	---

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 school wide 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>
---	--

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>
--	---

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, Director of Engagement, 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>
---	---

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 school wide model, use of Responsive Classroom techniques, and ELA curriculum all include a focus on social-emotional learning and character education. A counselor was hired in 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.