School Improvement Plan
2024 - 2025

Scintilla Charter Academy
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SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Scintilla Charter Academy
School Name	Scintilla Charter Academy
Team Lead	Amanda Miller
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title II, Part A Title IV, Part A IDEA 611 IDEA 619

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

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Deeper level of implementation of SCA's vision to increase student achievement across all content areas.
Root Cause # 1	SCA's instructional staff will benefit from additional professional learning, and planning opportunities 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	SCA's instructional staff will benefit from support in designing and implementing learning expeditions that provide interdisciplinary and authentic learning opportunities.
Goal	In the 2024-2025 school year, SCA's content mastery score in each grade level and content area will increase by at least 6% or remain at the maintenance level of performance as compared to GMAS performance from the 2023-2024 school year.

Action Step # 1

Action Step	Provide professional learning opportunities aligned to SCA's curriculum resources and innovative school model.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Work plans, agendas, sign-in sheets, observation data
Method for Monitoring Effectiveness	GMAS, GAA, ACCESS, Navvy, Lennections, DIBELS, mClass, and additional school-level assessments
Position/Role Responsible	Instructional Leadership Staff
Timeline for Implementation	Others : July 2024-May 2025

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Expand instructional supports through Goal-Time design, MTSS program, and co-teaching model in grades K-10 to support academic instruction.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule, work plans, agendas, sign-in sheets
Method for Monitoring Effectiveness	GMAS, GAA, ACCESS, Navvy, Lennections, DIBELS, mClass, and additional school-level assessments
Position/Role Responsible	Instructional Leadership Staff
Timeline for Implementation	Others : August 2024-May 2025

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Employ Instructional Leadership Staff/Academic Support Staff to support SCA's instructional staff.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	FY24 Budget, Job Descriptions, Schedules
Method for Monitoring Effectiveness	LKES, Work Plan, GMAS, GAA, ACCESS, Navvy, DIBELS, Lennections, mClass, and additional school-level assessments
Position/Role Responsible	Superintendent
Timeline for Implementation	Others : July 2024-June 2025

Action Step # 3

What partnerships, if any, 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)?	

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Deeper level of implementation of SCA's vision to support SCA's student achievement domains of high-quality work and character and culture.
Root Cause # 1	A strategic plan needs to be finalized that includes master plan for expansion.
Root Cause # 2	Families, community members, and additional stakeholders have limited understanding of the key components of SCA's educational model.
Root Cause # 3	Tasks need to be delegated to implement initiatives to increase engagement and involvement of families and community members.
Goal	In the 2024-2025 school year, SCA will see an increase of at least two levels of understanding on a 1-5 scale in at least 80% of the families, community members, and stakeholders attending events designed to deepen the understanding of SCA's educational model.

Action Step # 1

Action Step	Educate parents, families, and additional stakeholders on Habits of Character, Standards-Based Grading and Practices, and innovative school model.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Schedule of school events and parent universities, agendas, sign-in sheets
Method for Monitoring Effectiveness	Level of Understanding rating scales completed by parents, families, and community stakeholders, survey data
Position/Role Responsible	Instructional Leadership Staff, Directors of Programs and Engagement
Timeline for Implementation	Others : July 2024-June 2025

Action Step # 1

What partnerships, if any, 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)?	

Action Step # 2

Action Step	Finalize long-range strategic planning process led by SCA's Board and Leadership Team.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign-in sheets
Method for Monitoring Effectiveness	Completed Strategic Plan that includes master plan for expansion.
Position/Role Responsible	Superintendent
Timeline for Implementation	Others : July 2024-January 2025

What partnerships, if any, 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)?	International Baccalaureate, Georgia Military College, Wiregrass Technical College, Valdosta State University

Action Step # 2

What partnerships, if any, 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)?	

Action Step # 3

Action Step	Expand Torch Partner Program and Portrait of a Graduate committee as well as designing additional programs to increase engagement of families, community members, and additional stakeholders.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities N/A Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Agendas, sign-in sheets
Method for Monitoring Effectiveness	Number of participants and established programs
Position/Role Responsible	Instructional Leadership Staff, Directors of Programs and Engagement
Timeline for Implementation	Others : July 2024-June 2025

Action Step # 3

What partnerships, if any, 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)?	International Baccalaureate, Georgia Military College, Wiregrass Technical College, Valdosta State University

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	SCA ensures the development of the CNA, School Improvement Plan includes input from a variety of school leaders, teachers, and additional staff members to provide input along with family members and community partners. School leaders, instructional coaches, special education director, and other appropriate staff collaborate to ensure that the instructional needs of all scholars are met. In addition to multiple meetings, surveys and direct correspondence methods were used to gain the largest amount of input possible. Current programs and activities are reviewed to maximize community partnerships. SCA also focuses on the development of new and expanded partnerships with local businesses, community organizations, and local post-secondary institutions. 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.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	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.
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if	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 February through the summer. Our instructional program provides ongoing professional learning to increase professional capacity and address students with a diverse set of learning needs. SCA has a tiered set of supports to provide the appropriate level of intervention to each student. SCA's intervention specialists provides intervention support for those who meet eligibility criteria. Intervention programs are progress monitored and adjustments are made

applicable).	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. Schools for children living in local institutions for neglected or delinquent-N/A

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	Targeted Assistance Schools-N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Public pre-kindergarten is not currently available at SCA. SCA welcomes any pre-k program coordinator and/or staff members to tour the school and attend open houses. Kindergarten registration occurs during our application and lottery process held in January of February of each year. An Open House is held in December/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.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	Scintilla intends to expand from serving grades K-10 to serve grades K-12 with the addition of 11th grade in the 2025-2026 school year. Open house events and parent universities will be offered to inform parents of available programming and advanced course work opportunities. Open house events and parent universities will be hosted to inform parents about available programming and the steps required for student participation. The special education department focused on supporting middle and high school transitions by holding transition meetings as part of the IEP process. As middle school students move into young adolescence and begin to experience rapid and significant developmental change, SCA will intentionally support students in navigating this process. Similar to the K-5 notion of a crew meeting, middle/upper school scholars participate in a dedicated advising block where they will engage in goal setting, receive explicit instruction in social-emotional learning (SEL) skills, and receive support in self-evaluation of the Spartan 10: Habits of Character. The purpose of this instructional block is to build community and equip students with the soft skills necessary for long-term success.

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	SCA uses strategies based on the Responsive Classroom model 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. In grades K-5, a daily morning meeting is set aside to support everyone's learning and growth. This ~20-minute period of time is for scholars to build meaningful relationships with peers and their crew leader, to reflect on and monitor their academic progress, and focus on character development.

Teachers often use resources from Responsive Classroom when structuring and designing Crew lessons. In grades 6-10, middle school students will participate in a dedicated advising block where they will engage in goal setting, receive explicit instruction in social-emotional learning (SEL) skills, and receive support in self-evaluation of the Spartan 10: Habits of Character. The purpose of this instructional block is to build community and equip students with the soft skills necessary for long-term success.

SCA uses the Positivity Project, Lead em Up, and Win at Social as resources for teaching character traits, building a common vocabulary, and supporting a positive school culture.

SCA's behavior component of MTSS will be used to provide interventions and offer support. SCA's Counselors and a contracted school psychologist when necessary 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.

SCA uses reverse suspension as one of our disciplinary consequences. Reverse suspension may be assigned specifically or provided as an option to parents as an alternative to traditional consequences. Reverse suspension requires the parent to attend school with the student rather than sending the student home. This allows for the student to remain in his/her learning environment.

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. Suspension data will continuously be monitored and teacher support and feedback will be given based on data.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	