# School Improvement Plan 23-24

1.     Describe the process for involving stakeholders and how their input was used to develop the Schoolwide Program.

School director input, principal, operations director, special education, assessment and Title I/III director, after school director, behavior specialist.

School community council, teacher/staff focus group, parent focus group.

Specific strategies to increase parental involvement have been identified and implemented and may be loosely aligned with the needs assessment.

Parents and community stakeholders who reflect the demographic composition of the school are included as decision makers in the development of the Title I schoolwide plan.

The school vision and mission for student success is communicated to families and based on the beliefs and values of the school community.

The Title I schoolwide plan is available in multiple languages and formats.

**B. Comprehensive Needs Assessment (CNA) – ESEA Sec. 1114(b)(6)**

The CNA is a systematic effort to acquire an accurate and thorough picture of the strengths and weaknesses of the school that impact equitable student outcomes.

1. List all sources of data collected and analyzed (i.e., longitudinal student academic and nonacademic achievement, curriculum and instruction, professional learning opportunities, school climate and culture, family and community engagement, etc.)

Dual Immersion Academy is a K-8 charter school of approximately 470 students. Over sixty eight percent of the student population in Dual Immersion Academy qualify for free or reduced lunch. Ethnically the school is approximately ninety five percent minority with an increasing Spanish-speaking population and 29 percent in special education.

Dual Immersion Academy includes a variety of data, including performance (e.g., local and state student assessment data) and non-performance student data (e.g., student attendance), and process data about the schools system (e.g., diagnostic review) and perception data, gathered from several sources.

- Multiple assessments are used to provide evidence that the school and all children in it are making regular progress toward the state academic standards and achievement goals of the school improvement plan.
- Academic achievement in Kindergarten-2nd grade is assessed by KEEP, Acadience Reading and Acadience Math in accordance with state requirements along with locally-developed curriculum formative and summative assessments.
- Students in grade levels from 3rd-8th are assessed annually with the RISE and locally developed curriculum formative and summative assessments.
- A huge strength of DIA is the ESSA compliant curriculum in math and language arts across all grade levels. At the start of the school year, teachers work to modify and enhance the curriculum both horizontally and vertically through 180 day planning that is reviewed and updated for appropriate pacing every 6 weeks.
- There is an annual survey given in the spring of the year to Title I teachers and parents to evaluate the progress/effectiveness of the Title I program. These results are utilized in the development of the Parent Involvement Policy and modification/changes to this plan.
- School staff and students participated in Climate Surveys to provide more information on school safety. This data is used to find gaps in school safety policy and make improvements.
- Behavior data is collected through PBIS TFI and Educator Handbook reports. The TFI exposes areas for improvement within our school behavior system. Educator Handbook allows us to look for trends in student behavior in both setting and situation.

2.     Summarize main findings including an examination of student, teacher, school, and family/community strengths and needs. Findings should include detailed analysis of all student groups of 10 or more, i.e., students identified as economically disadvantaged, students with disabilities, students identified as English learners, and students by major racial and ethnic groups. **This analysis should show direct relationships from the data and root causes in the Comprehensive Needs Assessment to the priorities** identified in the next section.

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# DUAL IMMERSION ACADEMY

School leadership met to carefully analyze school wide data in the areas of Foundational date, including information on student socio-economic status, IEPs, 504s, transience, and attendance, School Climate Survey Results, Behavior, Behavior Evaluation Processes, Tier 2 and Tier 3 behavior, Classroom Management, SEL, Academics, Academic Process Evaluation and Tier 2 and Tier 3 academic supports and outcomes.

The team then worked to identify the level of concern of each of these data points with notes to explain decisions. Once the levels of concern had been assigned, the team reviewed areas showing "high" concern and as a team, discussed the root causes for these issues.

The Leadership team noted that efforts in attendance have made a positive impact overall on students' attendance with only 3% of DIA students missing more than 80% of the school year. We also noted that teacher and student retention is stable and on the rise. Overall, DIA has a strong PBIS system that has supported a decrease in negative student behaviors. Student reinforcement of positive behaviors has been effective and there are strong school wide expectations for students in common areas. In the area of academics, the team noted that student scores continue to increase in grades 1st-5th on state required assessments, specifically in the area of English reading and language arts.

While evidence shows that the school's Title I schoolwide plan and cycle of continuous improvement has improved outcomes for some students, not all subgroups have shown improvement. Kindergarten students still struggle to meet Acadience Reading targets and students with disabilities are not making adequate progress on end of year summative assessments. While this was not the only cause, the need to improve dual immersion instructional strategies was directly linked with the reading struggles experienced by our youngest students and program newcomers. Through student and family and school climate surveys, it was noted that feeling safe at school was a concern for both families and staff and had an impact on both learning and teaching. Additionally, while Tier 2 and Tier 3 academic supports are in place, the number of students being reviewed and referred for support does not match the number of students not meeting state academic standards.

With these strengths and weaknesses in mind, DIA has chosen to focus on 3 main areas for improvement; first, improve academic performance through target professional development, regular and systematic analysis of student performance data, and improved coaching and feedback cycles to support improved Tier 1 and Tier 2 academics. Next, create a safe and inviting environment where students can learn effectively and teachers have the knowledge and tools to support students

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struggling with non-academic issues. And finally, increase student performance through improved DLI practices that support learning in both languages.

3. Prioritize the school's top needs as evidenced by the CNA.

**Priorities**:

1. **Academic Goal:**
   A. K-3 Acadience Reading/Math (ELP goal)
      1. By June, 2024 Dual Immersion Academy will increase the percentage of 3rd grade students proficient on the Acadience Reading composite by 22%.

         **Strategies:** Provide ongoing professional learning through PD and instructional coaching to 3rd grade teachers.
         **Who:** Instructional Coach
         **What:** More support on explicit comprehension instruction and to use progress monitoring on DAZE to identify instructional gaps. The purpose will be to reduce the percentage of students who did not master retell and DAZE who are not on benchmark by the end of third grade
         **How:** Teachers will take the Refresher Acadience Reading course. Data collection will be reviewed after the progress monitoring and teachers will be given time and support to create a plan to help students that need extra support.
         **When:** After each Benchmark and monthly during collaborative team meetings.

      2. By June, 2024 Dual Immersion Academy will increase the percentage of 3rd grade students proficient on the Acadience Math composite by 8%.

      3. By June, 2024 Dual Immersion Academy will increase the percentage of 2nd grade students proficient on the Acadience Math composite by 8%.

         **Strategies:** Ensure Tier 1 instruction meets 80% threshold and 90% engagement levels
         **Who:** Instructional Coach/Support Services Director

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**What:** The purpose will be to increase the quality and effectiveness of Tier 1 instruction in order to improve student proficiency in foundational math skills at grade level to ensure continued progress on advanced skills.

**How:** Targeted PL on Tier 1 instruction with a focus on high student engagement, consistent checks for understanding and rigor, followed up by group and individualized coaching sessions and monthly CTM dedicated to Tier 1 data collection and instruction.

**When:** After each Benchmark and monthly during collaborative team meetings.

B. 5% proficiency increase per cohort on RISE in all tested subjects across grades 4th - 8th, with a 30% proficiency rate in tested subjects in 3rd grade.

**Strategies:** Examine student and teacher strengths and needs by regularly analyzing student data to determine who may need additional support in order to align resources.
**Who:** Principal and Assessment Director
**What:** Weekly data assessment meeting
**How:** The principal meets weekly with assessment director to review student data to identify students and teachers who need more support in order to align resources with school wide goals for achievement
**When:** Weekly on Wednesday

**Strategies:** To improve and have well-defined our process in place to identify students experiencing difficulty mastering the State's standards.
**Who:** Principal, Assessment Director, Teacher Assistance Team
**What:** The school uses clear criteria and processes for making decisions regarding student participation in tiered supports. The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.
**How:** TAT regular meetings (By request or by invitation)
**When:** Tuesday (when needed)

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**Strategies:** Instructional staff consistently provides additional evidence‑based instruction, intervention, and enhanced learning opportunities, as needed, for continuous improvement for each student, particularly the needs of those at risk of not meeting the challenging State academic standards.

**Who:** Instructional Staff (Teachers and para educators)

**What:** Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

**How:** Instructional staff provides supports for students in need. The school provides multiple opportunities and interventions for students in need using a system that includes at least three tiers including best first instruction, Tier II (targeted/supplemental), and Tier III (intensive).

**When:** Daily within the classroom and additionally, multiple times a week for more intensive supports.

**Strategies:** The school implements structures, policies, and routines for effective, focused, and collaborative work that includes coaching, observation and feedback.

**Who:** Instructional Coach/Support Services Director

**What:** To create a system of support for Instructional staff that ensures that best practices in instruction are happening daily and students receive the academic support they need to be successful in meeting state standards.

**How:** Instructional staff will work collaboratively to learn and implement best practices through a system of training, observation, feedback and implementation.

**When:** Collaborative teams will meet monthly to engage in learning, practice and feedback cycles.

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2. **PBIS/SEL: Create a safe and healthy environment where students can learn effectively.**

**Strategies:** Suicide Education and Prevention Plan
**Who:** School Counselor and PBIS Team
**What:** Increase staff, parent, and student awareness of signs of suicidal ideation and knowledge of how to respond.
**How:** Training staff and students on how to respond to signs of suicidal ideation with the creation of a Hope Squad. Using Hope Squad to teach parents and fellow students about the signs of suicide and how to support their students.
**When:** Throughout the school year

**Strategies:** Increase staff, parent, and student awareness of what bullying is vs. what it is not, and how to respond in both cases.
**Who:** School Counselor and PBIS Team
**What:** Staff, students and parents need ongoing instruction and support on what bullying is, what to do when it happens and what the consequences of ongoing bullying will be.
**How:** Train on differences, on responding to incidents and on documentation in Educator's Handbook. Parents will be provided workshops.
**When:** Throughout the school year: Classroom sessions, Teacher/class weekly activities/lessons and Awareness campaign.

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3. **DLI overview and implementation:** Students will acquire the content knowledge and skills delineated by the State's core standards in both the target language of Spanish and in English through best practices in DLI instruction

**Strategies:** DLI committee, with support from the administration, will compile key components of DLI and action plan around them.
**Who:** DLI committee members and administration
**What:** Create a framework that includes key components of DLI that apply to each grade level that can be observed and evaluated.
**How:** As a team, determine what key components should be available and observable and how they will be evaluated.
**When:** Throughout the school year (Rubric will be completed 3x annually)

**Strategies:** Create systematic observation and feedback cycles for best practices in DLI instruction
**Who:** Principal and DLI committee
**What:** Classroom teachers will observe Highly Effective DLI instruction, implement strategies and receive observation and feedback on their implementation.
**How:** Highly effective DLI committee member classrooms will serve as "learning labs" for observation of best practices. Classroom teachers will receive coaching, opportunities to observe these instructional practices, time for implementation and then be observed, after which they will receive actionable feedback.
**When:** Throughout the school year

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