EOC Charter High School
Continuous Improvement Plan
And Comprehensive Needs
Assessment

Current Stage:  FY24 to FY27

# Table of Contents

# School Improvement Plan EOC Charter High School

This tool is part of a series of resources and is designed to be used with the companion documents. The template may be adapted to meet the needs of state education agencies, schools, and schools. The reference for the series is: Layland, A. & Corbett, J. (2017). *Utilizing integrated resources to implement the school and school improvement cycle and supports: Guidance for schools, schools and state education agencies.* Washington DC: The Council of Chief State School Officers.

## At-a-Glance

Date of Plan    Jan 8, 2023     Date(s) of Update:    Mar 12, 2023, May 23 2023, June 28, 2023, July 25, 2023

School Name:    Educational Opportunity Center Charter High school      Grade Levels    9-12

City/County:   Yuma      Zip Code:    Arizona     Phone Number:     9285-329-0990

Principal:   Brian Grossenburg      Contact Information:     928-3290 990   ext 4111; bgrossenburg@ypic.com

School:   YPIC      Superintendent:    Patrick Goetz      School Liaison/Contact:    Amber Cygan

Federal Accountability Designation:    School Improvement Grad Rate      Title I Status:    Non-Title 1

School Leadership team Members:

| Name | Position | Name | Position |
|---|---|---|---|
| Brian Grossenburg | Principal | Juan Lerma | Math Teacher |
| Alicia Huizar | Superintendent Designee | William Rhodes | Social Science Teacher |
| Amber Cygan | Assistant to the Principal | Patricia Rush | Science Teacher |
| Giselle Lira | Parent | Tony Zuniga | Board Member |
| Yanitza Lira | Student | Paula Ramirez | Academic Advisor |
| Hannah Valdez | Student Council President | Evonne Estes | Special Needs Populations |
| Prabha Nair | English Teacher | Virginia Villaneda | Meal Services |

# School Strategic Direction

| | |
|---|---|
| Vision: | The vision of our school is to provide at-risk students with a calm, safe learning environment where they feel they belong, and are capable of earning a diploma. |
| Mission: | At EOC Charter High School we welcome students to a safe, caring and supportive environment; we provide a relevant, high-quality education and prepare our diverse at-risk student body for future endeavors. |
| Instructional Vision: | Our vision is to have classrooms that are student centered where students collaborate to achieve the learning targets with rigor and interact respectfully with little teacher interference. |
| Operational Vision: | Our vision is to operate the school in manner which meet the expectations of the Arizona State Board of Charter Schools and all 30 of the Cognia standards. |
| Core Value 1: | With sensitivity for all, we must apply the policies of the handbook to ensure our students are prepared to meet the expectations of the workplace, society, and other controlled environments. |
| | Key Behavior: Treat students and staff with respect, model acts of respect so students understand. |
| | Key Behavior: Students need to be taught and modeled the importance of adhering to expectations in the classroom and the importance in how they apply to the workplace. |
| Core Value 2: | We must be committed to getting everyone to graduation while ensuring we have not reduced basic expectations of our school board. |
| | Key Behavior: Still in planning |
| Core Value 3: | With our limited staff and resources, we must commit to focus our instruction on developing workplace teaming and social skills as well as the skills required by Arizona Academic Standards. |
| | Key Behavior: Still in planning |
| Core Value 4: | With our limited staff and resources, we must commit our services and actions to increase career awareness and to building community membership. |
| | Key Behavior: Still in planning |
| Core Value 5: | We must always be caring and inviting and look for opportunities to give students voice and choice when our student body as a whole displays the maturity to be given the choice and voice with the priority to keep our school safe and calm |
| | Key Behavior: Still in planning |
| | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | **Goals and Measures** | | |

**Goals and Measures**

| Goal 1: | . By May 2026, the school will have a federal 5 year graduation rate of 75% | | | | | | |
|---|---|---|---|---|---|---|---|
| **Measure:** | | Indicator(s) | Data Source | Baseline (FY2023) | Target Year 1 (FY2024) | Target Year 2 (FY2025) | Target Year 3(FY2026) |
| | | 1. 5 year federal graduation rate | ADE Grad Rate and Annual Performance and Perception Report | 30.51% | 67% | 72% | 75% |

| Goal 2: | By May 2026, the school will have 60% of students scoring partially proficient or better. | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Measure:** | Indicator(s) | Data Source | Baseline(FY2023) | Target Year 1(FY2024) | Target Year 2(FY2025) | Target Year 3(FY2026) |
| | | 1. Arizona A-F Academic Achievement Indicator based on 11th grade Spring ACT performance. | Az A-F Accountability Reports and Annual Performance and Perception Report | 5% | 45% | 50% | 60% |

| Goal 3: | The school will maintain 100% of students showing an increase on the agency assessment from the first benchmark test and last benchmark test. | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Measure:** | Indicator(s) | Data Source | Baseline (FY2023) | Target Year 1(FY2024) | Target Year 2(FY2025) | Target Year 3(FY2026) |
| | | 1. Improvement between fall and spring Pre_ACT scores | Annual Performance and Perception Report | 88% | 100% | 100% | 100% |

| Goal 4: | By May 2026, The school reduce the overall annual absenteeism rate to 10%. | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Measure:** | Indicator(s) | Data Source | Baseline (FY2023) | Target Year 1(FY2024) | Target Year 2(FY2025) | Target Year 3(FY2026) |
| | | 1. Annual Average Attendance Rate Calculation | Synergy ADM601 and Annual Attendance by Cohort Report | 38% | 20% | 15% | 10% |

| Goal 5: | By February 2027, the school will have maintained 100% compliance on all indicators established the Arizona State Board of Charter Schools. | | | | | | |
|---|---|---|---|---|---|---|---|
| | **Measure:** | Indicator(s) | Data Source | Baseline (FY2024) | Target Year 1(FY2025) | Target Year 2(FY2026) | Target Year 3(FY2027) |
| | | 1. On site reviews completed by ASBCS monitors | Interval and Period Reports from ASBCS | 95% | 100% | 100% | 100% |
| | | 2. ASBCS School Performance Frameworks | ASBCS Performance Dashboard | 93% | 100% | 100% | 100% |

| Goal 6: | By May 2026, the school will continue and improve the safety and security of the environment for all students, staff, and visitors and to ensure the school is prepared to effectively respond to all emergencies that might affect safety or security of students and staff. |
|---|---|

| Measure: | Indicator(s) | Data Source | Baseline (FY2023) | Target Year 1(FY2024) | Target Year 2(FY2025) | Target Year 3(FY2026) |
|---|---|---|---|---|---|---|
| | Amount budgeted for Safety, Security, and SEL | Annual Budget and Expense Reports | $1,234 | $105,000 | $86,000 | $86,000 |
| | Number of fights occurring at school | Annual Discipline Report | 3 | 0 | 0 | 0 |
| | Number of referrals for student on student verbal conflict | Annual Discipline Report | 53 | 40 | 30 | 25 |

| Goal 7: | By May 2025, the school will achieved national accreditation status through Cognia Accreditation. | | | | | |
|---|---|---|---|---|---|---|
| Measure: | Indicator(s) | Data Source | Baseline (FY2023) | Target Year 1(FY2024) | Target Year 2 (FY2025) | Target Year 3 (FY2026) |
| | 2.  Cognia Accreditation Status | Cognia Candidacy and Engagement Documents | No Accreditation | Candidacy Review Complete | Engagement Review Complete and year 1 of accreditation | Year 2 of Accreditation |

**Summary of Priority Areas (based on Needs Assessment) and Primary Strategies to Address Priorities**

| Priority Area (based on Needs Assessment) | | Strategies |
|---|---|---|
| 1. 5 year Graduation Rate | The school must raise the federal five year federal graduation rate to get out of school improvement. | 1.1.  Increase services to  5 year graduates that includes increased case management, and designating increased individualized services. |
| | | 1.2.  Ensure staff are available for intervention after school on weekends to recapture attendance and receive academic intervention. |
| | | 1.3  Student council provides every student that makes A honor roll with a $25 gift card and performs a drawing for A-B honor roll. |
| | | 1.4  Contract with a vendor to provide an online high school course program and online credit recovery program that is aligned to Arizona standards. |
| | | 1.5  Increase enrollment into the work study program to where at least 20% of the student body is in some form of work study. |
| | | 1.6  Add credit recovery data to attendance reports for 5 year graduates. |
| | | 1.7  Ensure 5 year cohort dropouts re-enroll in a diploma based program. |

| 2: Chronic Absenteeism | The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicators. | 2.1 Use a mix of funds to employ an attendance coordinator to reduce daily absenteeism. |
|---|---|---|
| | | 2.2 Implement an Attendance Notification System that includes generic nudge letters, registrar calls home, home visits and attendance conferences. |
| | | 2.3 Implement an organizational maturity model where students and families have greater agency. |
| | | 2.4 Staff receive ongoing professional development on building student agency and student relationships. |
| | | 2.5 Implement a career development program to include more mini-career camps, career exploration tours, and motivational speakers. |
| | | 2.6 Enroll students with solid attendance in Career or Tech Institute classes. |
| | | 2.7 Have student council design and carry out school events that have interest to the study body. |
| 3: Improve all academic scores with focus on 11th grade students | The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities. | 3.1 Increase services to 11th grade cohort that includes increased case management, and designating increased individualized services. |
| | | 3.2 Continue to cContract with a consultant that is funded through the Comprehensive School Improvement grant to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance. |
| | | 3.3 Implement a short cycle assessment system that parallels elements of mid-cycle and long-cycle assessments in order to better implement interventions and instructional improvement actions. |
| | | 3.4 Establish a virtual data den that houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures. |
| 4: Ensure compliance with Arizona State Board of Charter Schools | The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards. | 4.1 Conduct quarterly audits using the published ASBCS Assurance Document and Cognia Diagnostic Tools. |
| 5: Improve the safety and | The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. | 5.1 Analyze the school facility and surrounding areas for potential safety risks and designate allocations within the budget to carry out actions to improve the facility. |

| culture of the school | | |
|---|---|---|

**Plan Signatures:** I have reviewed the plan and understand the work that we need to do together to fully implement the plan. (Signatories could include the principal, other school staff, teaching representatives, school board representative, LEA staff, parent/family advocates, and/or community members.)

| Name | Position | Improvement Plan Role | Signature |
|---|---|---|---|
| Patrick Goetz | Superintendent | Member | |
| Alicia Huizar | Agency Representative | Member | |
| Jose Reese | Parent | Parent Member | |
| Crystal Trujillo | Parent | Parent Member | |
| Laeyla Martinez | Student Representative | Student Council Rep | |
| Aaron Trujillo | Student Representative | Student Representative | |
| Juan Lerma | Math Teacher | Teacher | |

| | | | |
|---|---|---|---|
| Prabha Nair | English Teacher | Teacher | |
| Patricia Rush | Science Teacher | Teacher | |
| Brian Grossenburg | Principal | Facilitator | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

# Needs Assessment

**I. Needs Assessment Content.**

1. **Demographics**
   A. Student

| Average ADM | 104 |
|---|---|
| Gender | Female: 45%   Male: 55% |
| Age | 21 Years Old: 7%     20 Years Old: 9%     19 Years Old: 18%     18 Years Old: 27%<br>17 Years Old: 23%     16 Years Old: 16%     Age of Majority: 61% |
| Ethnicity | Black: 3%     Hispanic: 84%     Native American: 3%     Two More Races: 1%<br>White: 8% |

| Subgroup | Special Education: 4%    504 Disability: 4%    ELL: 3%    Homeless: 1%    In-Poverty: 92% |
|---|---|
| Non-Duplicated At-Risk Indicators where Academically At-Risk was identified first | *Academically At-Risk: 95%            Adjudicated Youth: 1%            Disruptive Behavior: 3% <br> Primary Care Giver: 1% <br><br> *Arizona defines Academically At-risk as being behind more than 6 credits than expected or below proficiency on state exams. |

**22-23 Student Address Distribution**

| | |
|---|---|
| Percent that live within 2 miles of school | 44% |
| Percent that live between 2 and 5 miles of school | 46% |
| Percent that live in Somerton, Arizona | 3% |
| Percent that live in the foothills of Yuma | 5% |
| Percent that live in San Luis, Arizona | 2% |

2. **Budget:  Revenues and Expenses**
   A.  The following data is based on the FY24 Proposed Budget.

| Estimated Revenue Sources for FY24 | Amount |
|---:|---|
| State Equalization Estimate | $1,199,876 |
| Federal Estimate | $189,659 |
| **Total Revenue** | **$1,389,535** |

B. The following data is based on FY23 Revenue.

| Revenue Source | Budgeted | Actual |
|---|---|---|
| Equalization  (BSA 55-1) | $1.023,000 | $1,029,653.91 |
| Prop 123 | $5,000 | $4,809.34 |
| Federal | $214,000 | $152,353 |
| State Classroom Site Fund | $114,000 | $114,381 |
| Food Service | $30,000 | $29,188 |
| Instructional Improvement Program | $4,000 | $9,044 |
| Total | $1,390,000.00 | $1,339,429.25 |

C. Average Teacher Salary.

| | |
|---|---|
| Average Teacher Salary FY2024 | $51,337 |
| Average Teacher Salary FY2023 | $ 48,893 |
| Increase in average teacher salary from the prior year 2021 | $2.444 |
| Percent increase in FY2024 | 5% |

D. Other Expenses and Carry Forward Funding.

| Category | FY2022 | FY2023 | % Increase/Decrease |
|---|---|---|---|

| Regular Education | | | |
|---|---|---|---|
| Instruction | $355,905 | $311,000 | -12.6% |
| Support Services-Students | $126,810 | $167,000 | 31.7% |
| Support Services-Instruction | $0 | $0 | 0 |
| Support Services-School Administration | $127,540 | $122,000 | -4.3% |
| Support Services-Central Services | $97,845 | $70,000 | -28.5% |
| Support Services-Operation & Maintenance of School | $51,939 | $157,000 | 202.3% |
| Operation of non instructional services | $77, 282 | $75,000 | -3.0% |
| **Regular education subtotal** | **$843,061** | **$946,000** | **%12.2** |
| | | | |
| **Special Education** | | | |
| Instruction | $95,284 | $59,000 | -38.1% |
| **Special education subtotal** | **$95,284** | **$59,000** | **-38.1%** |
| | | | |
| **Other Services** | | | |
| Pupil Transportation | $1,800 | $2,000 | 11.1% |
| | | | |
| | | | |
| **Total** | **$940,145** | **$1,007,000** | **7.1%** |
| **Carry Forward Funding** | **$52,368.67** | **$53,680.65** | |

3. School Policies

The school uses the Great Schools Partnership School and School Policy Checklist to assess the reasonableness of school policies. The checklist is intended for use by school and school leaders looking to review, revise, and develop policies for guiding the implementation of proficiency-based learning. The checklist provides a recommended order of priority, with the high-priority policies appearing at the top. Note that additional policies may need to be revised or created by schools.

| Category | Determination | Comments |
|---|---|---|
| Graduation Requirements | Partially Meets | Graduation requirements are listed but little written evidence of processes used to lead students to graduation. |
| Multiple Pathways to Learning | Meets | The school offers multiple learning options to students, including academic courses; career and technical education programming; online and blended learning experiences; dual-enrollment, concurrent-enrollment, and early college courses; alternative and at-risk programming, internship and work experiences, and adult education. Many of these options are detailed in the student handbook, and some are available to all students through the regular course registration and enrollment process. |
| Discipline and Behavioral Policies | Meets | Policies are in place that are in full alignment with school discipline-related laws and regulations for U.S. states, U.S. territories, and the School of Columbia, and Arizona required policies. |
| Academic Recognition: Latin Honors and Grade Point Averages | Partially Meets | The school uses a proficiency-based Grade Point Averages to award academic recognition and distinction; however does not offer Latin honors. The school employ a consistent system of grading, scoring, and aggregating proficiency that will produce a rolling and cumulative Grade Point Average for each student. |
| Transcripts | Meets | An official transcript is created and maintained for all students who attend school. To ensure that the transcript conveys a full and accurate picture of a student's academic record and accomplishments, and that it can be accurately interpreted and understood by diverse external audiences the school uses a standardized format that is based on course category alignment towards graduation versus chronological order of course achievement. |
| Grading and Reporting System | Does Not Meet | No policy on student grading exists except for a description in the original charter that describes students will achieve an overall score of 60% to receive academic credit for graduation and that teachers will maintain grades based on percentages that translate to letter grades with the following distinctions: 90%-100% =A; 80% -89% =B; 70%-79% = C; 60-69% = D; 59% -Lower =F. The policy not describe how and when students and families will receive notice of grades and grading system. |

| | | |
|---|---|---|
| Dual Enrollment and Early College | Meets | The school believes that all students must be exposed to a variety of engaging learning opportunities, and we develop an array of learning pathways that hold every student to high educational standards through supporting enrollment into the agency's Youth Service College and Career Program, enrollment into Arizona Western College, enrollment into the Southwest Technical Education District of Yuma, and enrollment into trade school programs. The school provides limited funding to access these programs. |
| Demonstrations of Learning, Exhibitions, and Capstone Projects | Meets | Providing students the opportunity to demonstrate their learning progress and achievement is the cornerstone of the school's approach to proficiency-based education, promotion, and graduation. All students are expected to demonstrate achievement of the knowledge, skills, and work habits articulated in the content-area standards of the Arizona Standards. In addition to daily and periodic assessments administered by teachers, the school supports and promotes deeper learning through performance-based assessments such as exhibitions, portfolios, and capstones.<br><br>In contrast to other methods of assessment, a demonstration of learning may take on a wide variety of forms and should provide students with opportunities to design their own projects and connect their learning to global, national, and local issues, resources, and opportunities. Some examples include, but are not limited to, projects such as: Oral presentations, speeches, or spoken-word poems; Video documentaries, multimedia presentations, websites, audio recordings, or podcasts; and<br>Works of art, illustration, music, drama, dance, or performance. |
| Academic Support: Interventions and Extensions | Meets | Providing appropriate academic support is essential to the success of every student in our school. The school is committed to ensuring that administrators, teachers, support specialists, and other staff members assume responsibility for providing the support each student needs to succeed academically. Academic support should be available to all students regardless of whether their parents request additional support or whether state and federal policies (e.g., Title I, IEPs, 504 plans, English-language support) obligate the school to provide supplemental services. Academic support entails a variety of instructional methods, educational services, and school resources that help students accelerate skill acquisition and learning progress, meet expected school requirements and competencies, and succeed in their education. The school board has given school personnel the authority to mandate academic intervention where needed. |
| Academic Eligibility: Athletics and Co-Curricular Activities | Does Not Meet | No policies on academic eligibility exist for athletics or co-curricular activities. |

4. Agency/District Support

The school uses the District Readiness to Support School Turnaround by WestEd to assess the strengths and needs of the support given to the school by the agency.  This updated resource provides state education agencies and districts with guidance on assessing a district's readiness to support school turnaround initiatives. First published in 2013, the guide has been updated to highlight how its approach to assessing district readiness embeds and reflects key components of *Four Domains for Rapid School Improvement,* a framework developed by the Center on School Turnaround.

| Category | Determination | Comments |
|---|---|---|
| **Domain 1:  Turnaround Leadership** | | |
| Prioritize improvement and communicate its urgency | Partially Meets | The agency provides great autonomy to school leadership and evaluates school leader based on national standards and Arizona statutes; but a system is not in place to identify school priorities that lead to bold changes. |
| Monitor short- and long-term goals | Meets | District executive leadership holds principals, school leadership teams, and itself accountable for high, specific expectations and aligned goals throughout the improvement process. |
| Customize and target support to meet needs | Partially Meets | The district does schools by providing strategic and tailored resource utilization, rapid response to key needs. The district builds capacity through identifying, creating, and providing appropriate development and support.  The district organizational structure has limited bandwidth for multiple members of its district leadership team to orchestrate significant change for immediate school turnaround; and there is not a system in place that ensures a regular and purposeful district presence in schools. |
| **Domain 2: Talent Development** | | |
| Recruit, develop, retain, and sustain talent | Meets | The district leadership implements intentional, rigorous, and prioritized hiring of school leaders by ensuring the position of school leader meets Arizona's Department of Education's Credentialing expectations for School principals; ensuring only experienced principals are considered for employment;  and demonstrates a track record of success with growing a culture of improvement. |

| | | District leadership establishes conditions to increase the number of highly effective teachers in high-priority schools through recruitment, placement, and retention.  The district consistently conducts compensation studies to ensure salaries, wages and benefits remain competitive with Yuma county.<br>District leaders provide the principal with the autonomy to coordinate coaching, development, and accountability for leaders within the school in order to reliably advance school leadership capacity and empower school leaders to solve problems. |
|---|---|---|
| Target professional learning opportunities | Meets | District leaders provide autonomy of school leadership to determine development at all levels. The district provides the opportunity for the school principal to receive individualized coaching that helps them improve their instructional and organizational leadership within their unique school context. |
| Set clear performance expectations | Meets | The district takes a developmentally appropriate approach to increasing performance expectations for teachers, leaders, and the district itself.<br><br>The district develops and implements strategies to identify, understand, and address teacher underperformance, initially with enhanced coaching and support and ultimately with accountability when expectations are not met. |
| **Domain 3: Instructional Transformation** | | |
| Diagnose and respond to student learning needs | Partially Met | The principal provides district leadership with reports on student achievement where achievement is aligned to standards and/or national expectations.   The district ensures school leaders have sufficient, ongoing support to ensure completion and focused execution of high-quality school action plans that leverage data to identify significant challenges, detail a thoughtful, organized, and responsive way forward, and articulate how progress will be defined and sufficiently monitored for continuous learning and adjustment.<br><br>The district does not articulate a rigorous assessment strategy, with interim assessments clearly aligned to standards.  All assessment strategies are articulated at the school level. |

| | | |
|---|---|---|
| Provide rigorous, evidence based instruction | Meets | District leadership ensures a clear, coherent, quality curriculum that guides teachers during weekly collaborative meetings, supports alignment of lesson plans to standards, and helps build teacher understanding of each standard.<br><br>District leadership ensures tools are in place for a data-driven culture that prioritize responsiveness, urgency, and individual student needs.<br><br>District leadership establishes practices and systems to ensure that instruction (core and intervention) aligns to the expectations of the curriculum and assessments and is high-quality in all classrooms to ensure student success |
| Remove barriers and provide opportunities | Meets | The district provides flexibility, within reason, in key areas of hiring, scheduling, programming, and resource utilization and ensures that priority principals are not distracted by burdensome requirements or tangential meetings.<br><br>The district ensures that turnaround schools have sufficient authority over staffing, scheduling, and resources and have flexibility to achieve clear expectations, so that school leadership has agency in achieving each school's unique vision. |
| **Domain 4: Culture Shift** | | |
| Build a strong community intensely focused on student learning | Partially Meets | The district ensures that school leadership has the ability to facilitate well-designed gatherings for school leaders to promote peer-to-peer learning, strengthen leaders' capacity, and ensure that principals only leave the campus for highly relevant development that meets key school needs.<br><br>At the school level but not district level there is assurance that high-quality, evidence-based collaboration among teachers, including establishing structures, expectations, and supports for school leadership teams to help them maximize the value of time set aside for improving teacher practice and student outcomes. |

| | | The district establishes explicit expectations and support for each person's role (expected behaviors) both in the turnaround and in supporting student progress.<br><br>There are school level opportunities, but not district level opportunities for members of the school community to come together to discuss, explore, and reflect on student learning. |
|---|---|---|
| Solicit and act upon stakeholder input | Meets | The district has a strategy for rapid response to effectively identify and address emergent needs critical to creating a dynamic culture of support and excellence for teaching and learning.<br><br>The district asks for perspectives from school personnel, students, families, and the broader community about the degree to which the school climate is or is not positive, and uses these perspectives to gauge the climate-related work to be done by a school striving for turnaround; the district acknowledges and responds to constructive feedback, suggestions, and criticism; stakeholder perceptions are considered when identifying priorities and improving the underlying conditions that contribute to school climate issues. |
| Engage students and families in pursuing education goals | Partially Meets | The school and district examine critical barriers and consider at least budget-neutral ideas and policy changes to overcome these barriers; in particular, leadership uncovers major barriers to ensure that the school has at least baseline resources and strategies to create a climate and culture conducive to student learning and to meeting students' emotional needs.<br><br>District and school leadership provides school board and community members with intermittent updates and opportunities to engage in supporting substantive needs.<br><br>The district empowers school leadership teams to garner district and community support to articulate and pursue an ambitious school vision or branding, adapt scheduling and resource distribution to meet unique needs, add extended learning, and/or further enhance strategies to provide wraparound and enrichment support. |

| | |
|---|---|
| | The district does not sponsor activities that invite parents to materially participate in their children's learning, progress, and interests, and in setting long-term goals. All actions related to students and families pursuing education goals occur at the school level. |

## 5. Discipline Data

The school has many mechanisms in place to manage the conduct, behavior and procedures of students. From maintaining strict consequences for inappropriate behavior, to teaching desired behaviors and character skills, to maintaining a school wide incentive plan, the school encompasses a comprehensive discipline plan.

**Review of Inappropriate Behaviors:**

| Inappropriate Behavior | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|
| Possession/Use of Firearm or destructive device | 0 | 0 | 0 | 0 | 0 |
| Possession/Use of a weapon other than a firearm | 0 | 0 | 0 | 0 | 0 |
| Possession/Use of illegal drug | 10 | 3 | 5 | 7 | 9 |
| Possession/Use of Alcohol | 0 | 0 | 0 | 0 | 0 |
| Possession/Use of Tobacco | 13 | 3 | 8 | 11 | 7 |
| Rape or Sexual Assault | 0 | 0 | 0 | 1 | 0 |
| Hate Crime | 0 | 0 | 0 | 0 | 0 |
| Bullying or Harassment | 9 | 1 | 6 | 9 | 28 |
| Motor Vehicle Theft | 0 | 0 | 0 | 0 | 0 |
| Physical attack/fight | 1 | 1 | 3 | 2 | 3 |
| Threat of attack/fight | 2 | 0 | 12 | 13 | 19 |
| Robbery | 0 | 0 | 0 | 0 | 0 |
| Theft | 1 | 0 | 0 | 0 | 2 |
| Sexual Harassment | 0 | 0 | 1 | 1 | 2 |
| Vandalism/criminal damage | 1 | 1 | 3 | 13 | 8 |

| | | | | |
|---|---|---|---|---|
| Disruptive Behavior | 52 | 28 | 64 | 72 | 68 |
| Sleeping in Class | 12 | 29 | 48 | 49 | 51 |
| Defiance | 23 | 42 | 36 | 48 | 52 |
| Ditching | 88 | 71 | 97 | 124 | 118 |
| Other | 79 | 31 | 83 | 71 | 85 |

## Review of Suspensions and Expulsions:

| Academic Year | Expulsions | Suspensions between 10 days and 1 year | Suspensions 1 day and 10 days | Suspension less than 1 day |
|---|---|---|---|---|
| 18/19 | 0 | 4 | 16 | 20 |
| 19/20 | 0 | 2 | 0 | 43 |
| 20/21 | 2 | 3 | 5 | 75 |
| 21/22 | 0 | 5 | 8 | 29 |
| 22/23 | 0 | 5 | 7 | 16 |

## Review of Repeat Offender (RO) Data:

**Definition of Repeat Offender:** A student that displays inappropriate behavior on 4 events or more. No correlation between behaviors needs to exist.

| Academic Year | Number of RO | Number of RO that displayed no decrease in behavior | Number of RO that displayed a decrease in behavior | Number of RO that extinguished inappropriate behavior |
|---|---|---|---|---|
| 18/19 | 21 | 7 | 14 | 0 |
| 19/20 | 7 | 0 | 0 | 7 |
| 20/21 | 29 | 8 | 15 | 6 |
| 21/22 | 13 | 11 | 1 | 1 |
| 22/23 | 16 | 12 | 4 | 0 |

6. Instruction

## RigorWalk Walkthrough History

### RigorWalk Area Summary

**● Standards-Based Student Evidence**
Trend Result: 1.9
Trend Start: 1.5
Growth: 20%

The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.



### RigorWalk Area Summary

**● Organizing Students to Achieve the Standard**
Trend Result: 1
Trend Start: 0.8
Growth: 7%
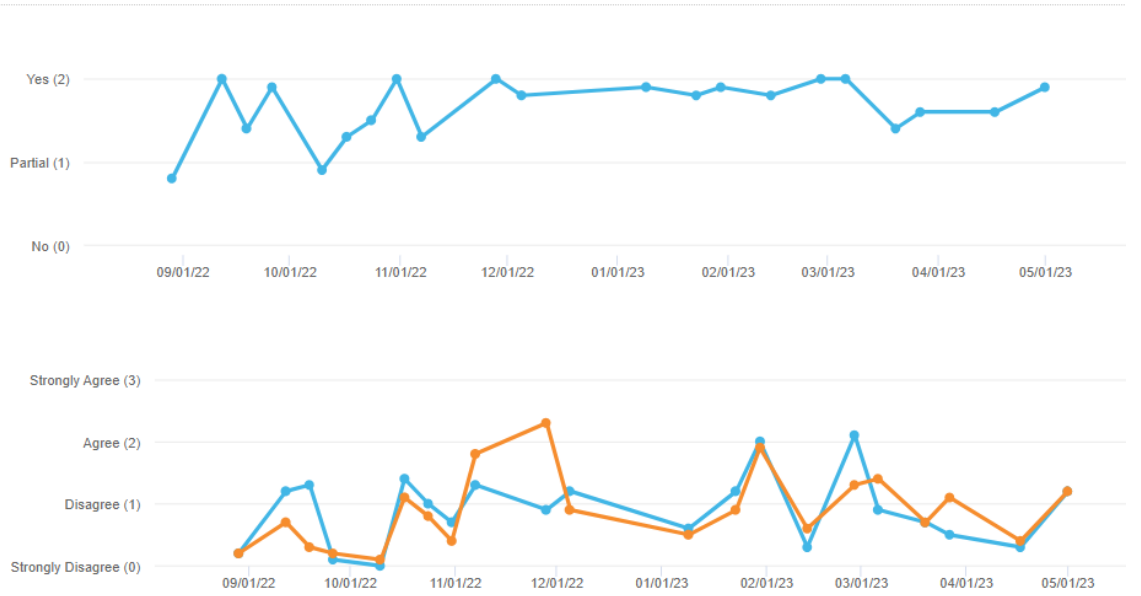
**● Monitoring to Take Action Within a Lesson**
Trend Result: 1.2
Trend Start: 0.6
Growth: 20%
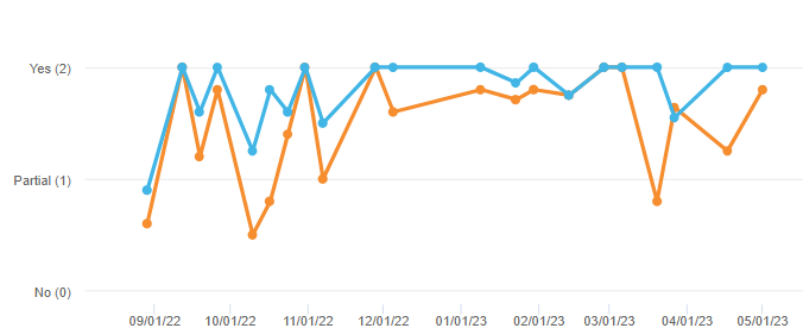
The "Trend Line Result" is based on the general trend of all walk data, rather than the most recent walk. The "Growth" percentage is also based on the general trend across all walks.



## Growth History for RigorWalk Items
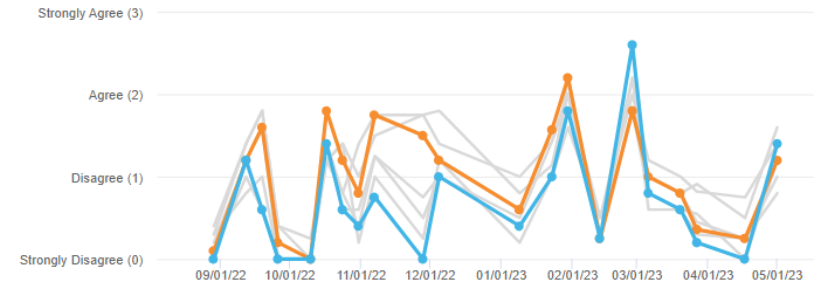
Click on a checkbox in the table to highlight its growth history. Click on the checkbox again to remove the highlight and select another. Click on 'See Details' in the table to view item specific data.

### Standards-Based Student Evidence

| TO COMPARE SELECT TWO | ITEMS | MORE | TREND START | TREND RESULT | GROWTH |
|---|---|---|---|---|---|
| ☑ 1 | Does the lesson learning target address the standards? | See Details | 1.6 | 2.0 | 20% |
| ☑ 4 | Is the student task aligned to the learning target? | See Details | 1.3 | 1.7 | 20% |
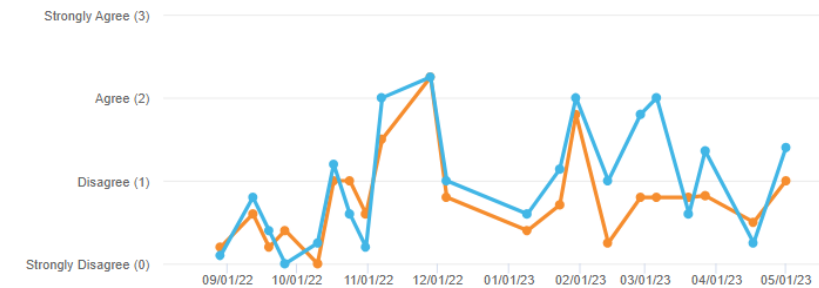
**Organizing Students to Achieve the Standard**

| TO COMPARE SELECT TWO | ITEMS | MORE | TREND START | TREND RESULT | GROWTH |
|---|---|---|---|---|---|
| ☐ 5 | Students are interacting with partners or groups. | See Details | 1.1 | 1.2 | 3% |
| ☐ 5a | Students experience productive struggle. | See Details | 1.1 | 1.2 | 3% |
| ☑ 5b | Students use academic vocabulary. | See Details | 1.0 | 1.0 | 0% |
| ☐ 5c | Students challenge and question each other. | See Details | 0.6 | 1.0 | 13% |
| ☐ 5d | The performance task requires students to interact with partners or groups to achieve the learning target. | See Details | 0.7 | 0.9 | 7% |
| ☐ 5e | Students monitor each other to ensure all group members achieve the learning target. | See Details | 0.6 | 0.9 | 10% |
| ☑ 5f | Students work together in teams. | See Details | 0.5 | 1.0 | 17% |
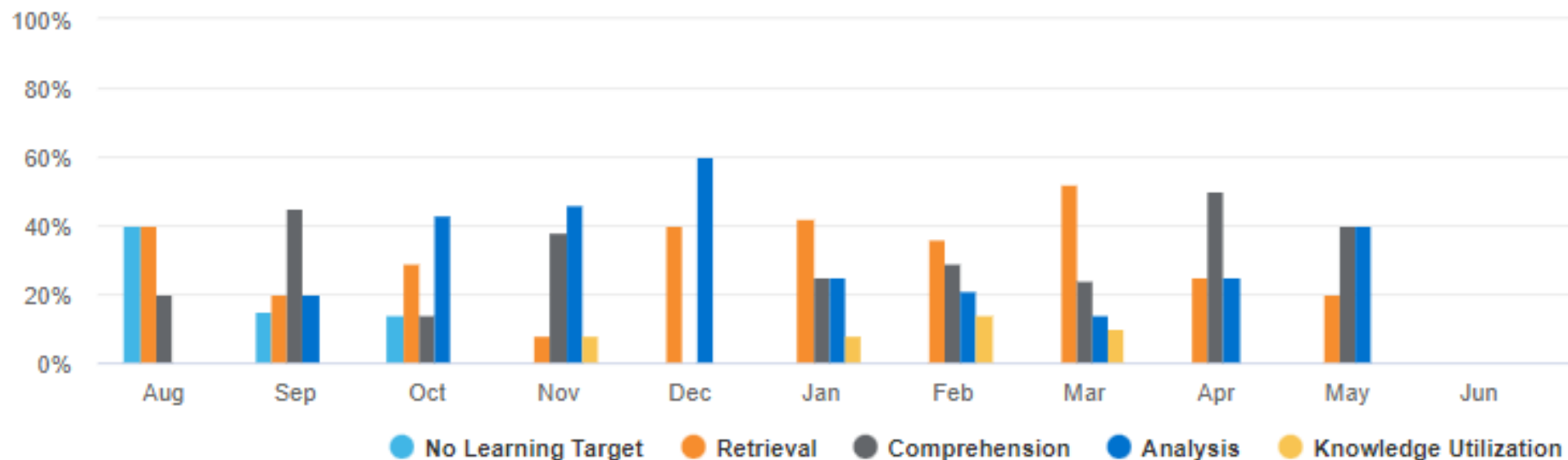


**Monitoring to Take Action Within a Lesson**

| TO COMPARE SELECT TWO | ITEMS | MORE | TREND START | TREND RESULT | GROWTH |
|---|---|---|---|---|---|
| ☑ 6 | Teachers track evidence of students meeting the lesson learning target. | See Details | 0.6 | 0.9 | 10% |
| ☑ 7 | Students self-monitor their progress toward the lesson learning target. | See Details | 0.6 | 1.5 | 30% |
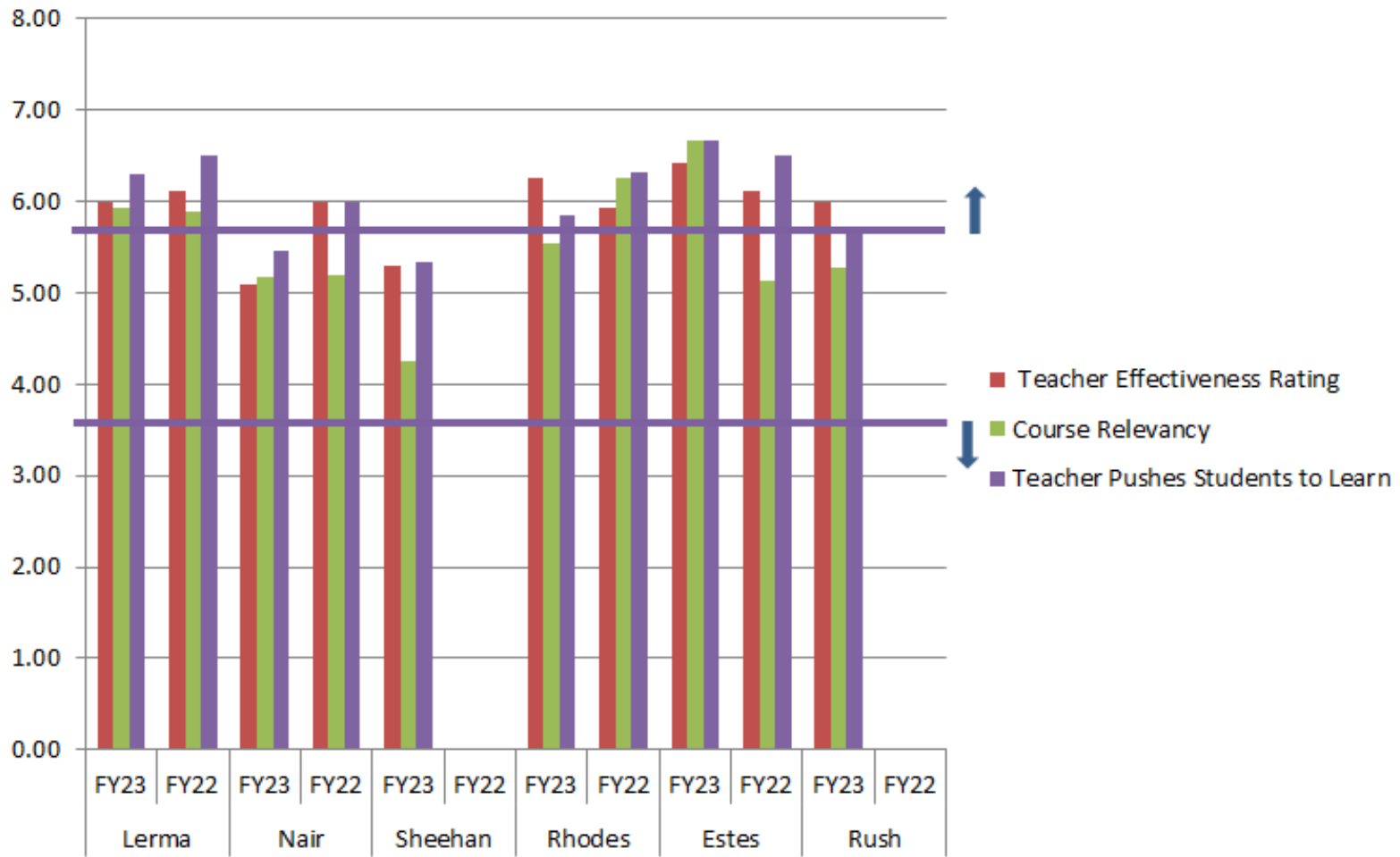
## Percentage of Classroom Visits by Taxonomy Level



Legend: ● No Learning Target  ● Retrieval  ● Comprehension  ● Analysis  ● Knowledge Utilization

## Student Perception of Teacher Performance

| Student Perception of Teacher Effectiveness Based on Likert Average Rating Scale from 1 through 7 (71 student Responses) | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Item # | Item Descriptor | Lerma | | Nair | | Sheehan | | Rhodes | | Estes | | Rush | |
| | | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 |
| | *Number of Responses Per Teacher* | *42* | *24* | *36* | *26* | *10* | *ND* | *44* | *28* | *7* | *13* | *46* | *ND* |
| 7 | Teacher Effectiveness Rating | 6.00 | 6.11 | 5.09 | 6.00 | 5.29 | ND | 6.25 | 5.94 | 6.42 | 6.11 | 6.00 | ND |
| 8 | Course Relevancy | 5.94 | 5.90 | 5.18 | 5.20 | 4.25 | ND | 5.55 | 6.25 | 6.66 | 5.13 | 5.28 | ND |
| 9 | Teacher Pushes Students to Learn | 6.31 | 6.50 | 5.46 | 6.00 | 5.33 | ND | 5.85 | 6.33 | 6.67 | 6.50 | 5.67 | ND |
| | **Average** | **6.08** | **6.17** | **5.24** | **5.73** | **4.96** | | **5.88** | **6.17** | **6.58** | **5.91** | **5.65** | |
| Likert Scale Coding:  Scale 1.0- 3.6 Perception of ineffectiveness;  Scale 3.7-5.7 Perception of typical effectiveness;  Scale of 5.8 – 7.0 Perception of high effectiveness. | | | | | | | | | | | | | |

Student Perception of Teacher Effectiveness

| Item # | Item Descriptor | Lerma | | Nair | | Sheehan | | Rhodes | | Estes | | Rush | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Student Perception of Teacher Effectiveness Based on Dichotomous Rating Scale of "YES" Responses (71 student Responded) | | | | | | | | | | | | |
| | | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 | FY23 | FY22 |
| | *Number of Responses per Teacher* | *42* | *24* | *36* | *26* | *10* | *ND* | *44* | *28* | *7* | *13* | *46* | *ND* |
| 11 | Teacher Recognizes when Something is Bothering a Student | 79% | 83% | 52% | 45% | 90% | ND | 56% | 58% | 86% | 82% | 70% | ND |
| 12 | Teacher Demands Full Effort | 83% | 96% | 64% | 85% | 70% | ND | 76% | 80% | 100% | 82% | 83% | ND |
| 13 | Teacher asks questions to ensure students are following instruction. | 100% | 100% | 78% | 92% | 70% | ND | 73% | 86% | 100% | 93% | 85% | ND |
| 14 | Teacher recognizes when students are not understanding. | 95% | 100% | 68% | 80% | 80% | ND | 76% | 88% | 100% | 93% | 84% | ND |
| 15 | Students get bored in the teacher's class. | 48% | 64% | 76% | 79% | 60% | ND | 69% | 56% | 57% | 80% | 58% | ND |
| 16 | Teacher attempts to make boring stuff interesting | 71% | 67% | 50% | 36% | 90% | ND | 73% | 65% | 43% | 67% | 74% | ND |
| 17 | Students learn every day in class. | 97% | 92% | 70% | 79% | 70% | ND | 85% | 100% | 71% | 93% | 94% | ND |
| 18 | Teacher permits too many students to misbehave. | 5% | 30% | 14% | 29% | 0% | ND | 14% | 28% | 14% | 37% | 13% | ND |
| 19 | Teacher pushes students to complete work. | 100% | 88% | 92% | 88% | 80% | ND | 84% | 77% | 86% | 93% | 96% | ND |
| 20 | Teacher tries to make sure students understand what was taught before students leave the class. | 93% | 88% | 67% | 76% | 80% | ND | 75% | 77% | 86% | 100% | 70% | ND |
| 21 | Teacher really cares about each student. | 88% | 83% | 69% | 67% | 80% | ND | 68% | 69% | 86% | 73% | 80% | ND |
| 22 | Teacher allows students to leave early frequently. | 5% | 21% | 11% | 20% | 0% | ND | 9% | 31% | 0% | 40% | 9% | ND |
| 23 | Teacher tries their best to teach the information. | 98% | 91% | 75% | 92% | 100% | ND | 98% | 89% | 86% | 88% | 91% | ND |
| 24 | The teacher is available after school. | 93% | 92% | 81% | 88% | 70% | ND | 98% | 92% | 71% | 87% | 50% | ND |
| 25 | The teacher is really dedicated. | 100% | 100% | 78% | 96% | 90% | ND | 98% | 96% | 71% | 94% | 87% | ND |
| 26 | The teacher is good at explaining things. | 93% | 88% | 61% | 57% | 80% | ND | 89% | 92% | 86% | 88% | 83% | ND |

# Teacher Performance Trends Based on Student Perceptions

| Name | Perception of Strong Performance | Perception where development is perceived as area of growth |
|---|---|---|
| **Lerma** | <ul><li>Teacher asks questions to ensure students are following instruction.</li><li>Teacher recognizes when students are not understanding.</li><li>Students learn every day in class.</li><li>Teacher permits too many students to misbehave.</li><li>Teacher pushes students to complete work.</li><li>Teacher tries to make sure students understand what was taught before students leave the class.</li><li>Teacher allows students to leave early frequently.</li><li>Teacher tries their best to teach the information.</li><li>The teacher is available after school.</li><li>The teacher is really dedicated.</li><li>The teacher is good at explaining things.</li></ul> | All perception scores within effective or highly effective range. |
| **Nair** | <ul><li>Teacher pushes students to complete work.</li></ul> | <ul><li>Teacher Recognizes when Something is Bothering a Student.</li><li>Teacher Demands Full Effort.</li><li>Teacher recognizes when students are not understanding.</li><li>Students get bored in the teacher's class.</li><li>Teacher attempts to make boring stuff interesting.</li><li>Teacher tries to make sure students understand what was taught before students leave the class.</li><li>Teacher really cares about each student.</li><li>The teacher is good at explaining things.</li></ul> |
| **Rhodes** | <ul><li>Teacher allows students to leave early frequently.</li><li>Teacher tries their best to teach the information.</li><li>The teacher is available after school.</li><li>The teacher is really dedicated.</li></ul> | <ul><li>Teacher Recognizes when Something is Bothering a Student</li><li>Students get bored in the teacher's class.</li><li>Teacher really cares about each student.</li></ul> |
| **Sheehan** | <ul><li>Teacher attempts to make boring stuff interesting</li><li>Teacher permits too many students to misbehave.</li><li>Teacher allows students to leave early frequently.</li><li>Teacher tries their best to teach the information.</li><li>The teacher is really dedicated.</li></ul> | <ul><li>Students get bored in the teacher's class.</li></ul> |
| **Estes** | <ul><li>Teacher asks questions to ensure students are following instruction.</li><li>Teacher recognizes when students are not understanding.</li><li>Teacher allows students to leave early frequently.</li></ul> | <ul><li>Teacher attempts to make boring stuff interesting.</li><li>Students get bored in the teacher's class.</li></ul> |
| **Rush** | <ul><li>Students learn every day in class.</li><li>Teacher pushes students to complete work.</li><li>Teacher allows students to leave early frequently.</li><li>Teacher tries their best to teach the information.</li></ul> | <ul><li>Students get bored in the teacher's class.</li><li>The teacher is available after school.</li></ul> |

# Industry Suggestions for Building Student Perceptions

| Perception Descriptor | Industry Suggestions |
|---|---|
| General overall low perception scores or low to mid-level perception scores | General overall low perception scores or low to mid-level perception scores usually indicate overall unhappiness with an teacher.  Student bodies that have general unhappiness in a class tend to rate the teacher low in all areas.  True teacher performance rarely displays that an teacher has deficiencies in a majority of the areas assessed for perception. <br> Most common factors that lead to general unhappiness are practices of favoritism, activities that promote excessive competition, and teacher practices that devalue groups or individual students (i.e. excessive criticism, labeling, nit-picking, and badgering) <br> Best practices suggest teachers evaluate systems of grading and discipline to remove elements that indicate bias.  Teachers should ensure all students have a clear understanding of the criteria and method of evaluation.  Teachers need to ensure that all assignments follow that measure.  Teachers should avoid excessive competitions where there are extreme winners and losers.  Mild competition has been proven to improve student performance but the level of recognition of success must be mitigated with consideration towards student feelings of self. <br> Culture within the classroom is primarily established by the actions and communications of the teacher.  Teachers must continually display that they value every student in the room; even those student that push the boundaries of acceptable behavior.  Verbal interventions should be calm and non-accusatory and focus on appropriate behavior.  At the high school and adult level, teachers need to remember criticism in a group setting lead to lower feeling of self that become reflected upon the teacher.  Teachers should use questions and choice to mitigate criticisms when having to apply interventions in front of other students. |
| Teacher Recognizes when Something is Bothering a Student | Teachers should be aware of the typical signs of both physical and emotional distress such has worried looks, being overly withdrawn, crying, head down on the desk, using clothing to cover face or head, or showing general frustration. <br> Teachers should privately approach students suspected of being in either in physical or emotional distress.  Successful techniques include leaving a small note next to the student or asking to speak to the student after class. <br> Teachers that are primarily lectured based often receive a lower perception score because students perceive the teacher is focused on delivery of information and ignoring student presence. |
| Teacher Demands Full Effort | The perception of demanding full effort takes more than belaboring students with comments to get their work done.  Teachers that are perceived as getting the full effort from students consistently and authentically praise students for effort.  Raising perception involves continual surveying of student progress on tasks and assignments if they have validly made progress on assignments.  Do not praise progress if little progress exists.  Teachers need to ensure learning targets are clear to the students and that all classroom actions and student tasks lead towards the target.  A clear target and detailed actions on how to achieve the target sustain student effort.  A process that plans for student effort <br> 1) List the most essential things all students must be able to proficiently do by the end of the first month of instruction. The list should be limited to no more than seven things.  Think specifically about learning strategies you'd like the students to employ (i.e. taking notes, reviewing with team members, designing team-checks, keeping track of confusion). <br> 2) Develop anchor charts based on the five things and strategies that lead to those things. <br> 3) Ensure all tasks relate back to at least one of the five things on the anchor chart. <br> 4) Eliminate down time and non-essential assignments. <br> 5) Ensure choice of tasks are present. |
| Teacher asks questions to ensure students are following instruction. | To build the perception of that questions are being asked – questions need to be asked – even when students are working independently or in teams.  Teachers should avoid long periods of lecture.  If lecture based instruction is utilized, questions should occur a minimum of every two to three minutes. |

| | Perception also increases if teachers pyramid deeper questions upon superficial questions.  Teachers should encourage student opinions of other student answers to both factual questions and abstract questions. |
|---|---|
| Teacher recognizes when students are not understanding. | Teachers that receive low perception scores of not being able to recognize when students do not understand usually occurs because 1) the teacher dismisses student frustration or questions; 2)  does not recognize general frustration; 3) ignoring continued failure or comments of not understanding.<br>Teachers that achieve high perception scores consistently look for different ways to teach concepts and accept  the that burden of student frustration as their own challenge.  Teachers first openly recognize that their teaching methodology may be limited and then dedicate time with students and student teams to work together through the challenge. |
| Students get bored in the teacher's class. | Providing choice and evaluating tasks and assignments based on student interest and life relevancy are key to eliminating the perception of boredom.<br>A common teaching strategy that leads to high levels of boredom is the lecture only format.  Lectures should be short and minimal.  Teachers should look to maximize learning by doing and investigating.   Best practice includes strategically planning essential questions and small tasks that students and student teams work through that lead to full demonstration of the standard.  A common rule of thumb is: Speak less – observe more –ask more. |
| Teacher attempts to make boring stuff interesting | Teachers that are perceived as making instruction interesting always plan for student interest and life relevancy.  Lessons that lack a consideration of student interest or life relevancy will be perceived as tiresome.<br>Teachers should also look to use humor when presenting mundane topics.  Short breaks and movement also assist in keeping students alert and interested.  Include problem based learning and activities that spur creative and original thinking into lessons. |
| Students learn every day in class. | Building the perception that learning occurs every day is achieved by eliminating tasks that are non-essential to the learning target and ensuring class time is filled with tasks that are relevant and truly yield learning towards the intended purpose.  Down time and idle time diminishes the perception that learning occurs. |
| Teacher permits too many students to misbehave. | Teachers that achieve high perception scores of permitting too many students to misbehave have significant deficits with building and maintaining positive classroom culture.<br>Improving the perception that a positive classroom exists is a long process that involves the dedication to kindly hold students accountable by following through with consequences that involve mutual student and teacher responsibility.  Consequences and interventions that rely solely on student and school administrator effort rarely impact student behavior in the long term.<br>Increasing the perception that student accountability exists by always modeling the behaviors that are expected and leading each lesson with a discussion of what behaviors are expected. |
| Teacher pushes students to complete work. | To improve the perception that an teacher appropriately pushes students to complete work requires the teacher to take notice of student work while students are in the process of completing the work.<br>Teachers must move around the room and recognize progress made, offer intervention where needed, suggest alternate strategies, encourage team members to carry out assigned roles, and establish appropriate deadlines based off accurate student performance. |
| Teacher tries to make sure students understand what was taught before students leave the class. | Teachers that have the perception of ensuring students have learned carry a plan to check for understanding of each of the key concepts and/or components of the lesson to make<br>sure students are on track throughout the entire class.<br>Prior to allowing students to leave class, teachers use specific checking for understanding strategies for the appropriate purpose. Perception is further improved if the check for understanding is paired with requiring students to carry out monitoring of their own learning while providing evidence prior to being permitted to leave class. |
| Teacher really cares about each student. | Rarely is the case where an teacher does not care about the students they teach, but the perception of such occurs frequently because the teacher fails to empathize with student academic and emotional challenges.  A person's sense of value within a group specifically relates to how the person perceives the leader's view of them as a participant within the culture.<br>To build the perception of caring, teacher's maintain the role of being a relatable leader which means building a respectful rapport and recognizing when something is wrong academically, socially and emotionally; and then providing an appropriate amount of support when a student struggles |

| | |
|---|---|
| | academically, emotionally, or socially.  To build the perception of caring, the teacher needs to perceive that every student is valuable to the success of the classroom.<br><br>Improving the perception of caring is not about fawning over students, but more about applying practical strategies that support the social and emotional development of all students.  The simple actions of greeting every student when they arrive, wishing students well when they leave, and telling students they are valuable to the class positively impacts the perception that an teacher cares. |
| Teacher allows students to leave early frequently. | To improve the perception of releasing students early, maintain the consistent behavior of cuing for release a few seconds after the scheduled release time.  Teachers can also improve the perception by never releasing early unless absolutely necessary and by publically apologizing for events or duties that cause a class from being released early. |
| Teacher tries their best to teach the information. | Best practice to improve the perception that a teacher tries their best to teach, dictates that the teacher takes an active role in the learning process.  Low perception scores are frequently attributed to teachers that dismiss student frustrations or look for alternative paths to learning.<br>Teachers that are innovative and consistently working with students to assist in achieving the learning target are perceived to be trying their best. |
| The teacher is available after school. | To improve the perception of availability, teachers should look to adjust available office hours to meet student availability as much as possible.  Often teachers that receive low perception scores in availability have the same number office hours available as teachers that have high perception scores, but the office hours occur at times that do not fit student schedules or desires.<br>If office hours cannot be altered to better fit student schedules, increased scores in perception can still be achieved by posting available office hours.  Individual invitations to meet during limited office hours also improve the perception of availability.<br>Becoming available on weekends and breaks also improves perception of availability if paired with publicizing the extended time an instructor is willing to meet with students. |
| The teacher is really dedicated. | Perception of dedication and the actual time a teacher is perceived to be at school go hand in hand.  Teachers that tend to leave school right after dismissal tend to receive lower perception scores of dedication even if the teacher arrives early to school to prepare for the day.<br>Perception of dedication is also highly influenced the perception of caring.  Efforts to build the perception of caring will reflect positively on the perception of dedication.<br><br>Teachers that publicize and demonstrate that they value students and appear that they spend time at school after school achieve solid scores for being dedicated. |
| The teacher is good at explaining things. | Teachers that receive highly effective scores for the perception that they explain things well are proficient at breaking complex topics and concepts down into language, examples and non-examples that is understandable to their students.<br>Teachers that wish to increase perception scores should practice verbal error corrections prior to the lesson, build examples and non-examples into the lesson plan so students are able to visualize what a concept is and is not.<br>As with the perception of teachers that try their best, teachers that are perceived as good at explaining things are also innovative and consistently working with students to assist in achieving the learning target. |

7.  Attendance and Graduation Data

## Enrollment Data Based on All Enrollments

| | 22-23 | 21-22 |
|---|---|---|

| | | |
|---|---|---|
| Number of Students with an Enrollment Record | 192 | 176 |
| Percent that Transferred Out | 6% | 13% |
| Percent that Sought GED | 3% | ND |
| Percent Long Term Incarcerated | 2% | 1% |
| Percent Deceased | 1% | 1% |
| Percent Continuing | 28% | |
| Percent that Dropped Out | 10% | 39% |
| Percent that Graduated | 16% | 15% |
| Chronic Absenteeism Rate | 35% | 46% |
| Percent Cohort 2026 | 4% | |
| Percent Cohort 2025 | 10% | 2% |
| Percent Cohort 2024 | 25% | 8% |
| **Percent Cohort 2023** | **78%** | 13% |
| Percent Cohort 2022 | 15% | **39%** |
| Percent Cohort 2021 | 2% | 13% |
| Percent Cohort 2020 | 5% | 11% |
| Percent Cohort 2019 | 2% | 8% |
| Percent Cohort 2018 | 0% | 6% |

**Note:** 67 students met the criteria for chronic absenteeism during the 2022-2023 school year.

**All Enrollment Based On Cohort**

| | Graduated | | Chronic Absenteeism | | Dropout | | Transferred or Seeking GED | | Long Term Incarceration | | Still On Track But Did Not Graduate | | Class Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # | % | # | % | # | % | # | % | # | % | # | % | |
| Cohort 2026 -Freshmen | 0 | 0% | 1 | 14% | 0 | 0% | 0 | 0% | 0 | 0% | 6 | 86% | 7 |
| Cohort 2025-Sophmore | 0 | 0% | 10 | 53% | 1 | 5% | 2 | 11% | 0 | 0% | 6 | 32% | 19 |
| Cohort 2024-Junior | 2 | 4% | 12 | 24% | 6 | 12% | 4 | 8% | 1 | 2% | 24 | 49% | 49 |
| Cohort 2023-Senior | 17 | 23% | 25 | 34% | 8 | 11% | 4 | 5% | 1 | 1% | 15 | 20% | 71 |
| Cohort 2022-Senior +1* | 7 | 23% | 14 | 47% | 2 | 7% | 2 | 7% | 1 | 3% | 4 | 13% | 30 |
| Cohort 2021-Senior +2 | 1 | 25% | 2 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 25% | 4 |
| Cohort 2020-Senior +3 | 2 | 22% | 4 | 44% | 3 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 9 |
| Cohort 2019-Senior +4 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 3 |

* Federal identification for grad rate is based on 5th-year cohort of students. Any student that is identified with and enrollment record at EOC Charter High School any point in their history without a re-enrollment at another school and belongs to the 5th year cohort is counted in the graduation rate formula. Schools have until June 30th, 2023, to graduate as many students as they can from the 2022 cohort. Example, a student who is in cohort 2022 who enrolled in August of 2021 (beginning of his/her senior year) and then immediately dropped out *and has never been seen anywhere else since,* is going to be counted on the school list this year.

8. Student Performance

# Pre-ACT Data

| ACT Arizona Cut Scores | |
|---|---|
| Proficient | 19 or > |
| Approaching | 15 -18 |
| Below Standards | 14 or < |

| PreACT Cut Scores | | | |
|---|---|---|---|
| | P | A | B |
| Math | 19 | 16 | 15 |
| Science | 20 | 17 | 16 |
| STEM | 24 | 20 | 19 |

# Demographics

|  | Beginning of the Year Benchmark | End of the Year Benchmark |
|---|---|---|
| Grades Tested | 9 through 12 | 9 through 12 |
| Dates Administered | Sep 26-Sep 30 | May 1 – May 12 |
| Total Tested | 70 | 73 |
| Grade Level Demographics | 9th Grade = 1<br>10th Grade = 2<br>11th Grade = 20<br>12th Grade = 47 | 9th Grade = 7<br>10th Grade = 6<br>11th Grade = 24<br>12th Grade = 36 |

# End of Year Performance Data

| 9th and 10th EOY Scores by Levels of Performance (Total Number Tested = 13) | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | Composite | | | Math | | | English | | | Reading | | | Science | | | STEM | | |
|  | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B |
| Number | 0 | 6 | 7 | 0 | 6 | 7 | 0 | 3 | 10 | 3 | 2 | 7 | 0 | 0 | 13 | 0 | 0 | 13 |
| Percent | 0% | 42% | 58% | 8% | 42% | 58% | 0% | 17% | 83% | 25% | 17% | 58% | 0% | 0% | 100% | 0% | 0% | 100% |

| 11th Grade EOY Scores by Performance Levels (Total Number Tested = 24) | | | | | |
|---|---|---|---|---|---|
|  | Composite | Math | English | Reading | Science | STEM |

| | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number | 2 | 3 | 19 | 2 | 10 | 12 | 3 | 2 | 19 | 4 | 7 | 13 | 0 | 2 | 22 | 0 | 0 | 24 |
| Percent | 8% | 13% | 79% | 8% | 42% | 50% | 13% | 8% | 79% | 17% | 29% | 54% | 0% | 8% | 92% | 0% | 0% | 100% |

### 12th Grade EOY Scores by Performance Levels  (Total Number Tested = 36)

| | Composite | | | Math | | | English | | | Reading | | | Science | | | STEM | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B |
| Number | 10 | 11 | 16 | 10 | 16 | 21 | 9 | 12 | 16 | 12 | 12 | 13 | 7 | 3 | 27 | 8 | 3 | 26 |
| Percent | 28% | 31% | 44% | 28% | 44% | 58% | 25% | 33% | 44% | 33% | 33% | 36% | 19% | 8% | 75% | 22% | 8% | 72% |

### School Wide EOY Scores by Performance Levels   (Total Number Tested = 73)

| | Composite | | | Math | | | English | | | Reading | | | Science | | | STEM | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B | P | A | B |
| Number | 12 | 19 | 42 | 12 | 31 | 40 | 12 | 16 | 45 | 19 | 21 | 20 | 7 | 5 | 61 | 8 | 3 | 62 |
| Percent | 16% | 26% | 58% | 16% | 42% | 55% | 17% | 21% | 62% | 26% | 29% | 46% | 10% | 7% | 84% | 11% | 4% | 85% |

### Average EOY Scores by Category

| | Number Tested | % of Population | Composite | Math | English | Reading | Science | STEM |
|---|---|---|---|---|---|---|---|---|
| 9th - 10th | 13 | 17% | 13.82 | 14.17 | 10.92 | 15.91 | 12.91 | 13.9 |
| 11th | 24 | 33% | 13.83 | 14.88 | 11.83 | 15.54 | 12.67 | 14 |
| 12th | 36 | 50% | 16.72 | 16.94 | 16.19 | 17.31 | 15.14 | 17.4 |
| Schoolwide | 73 | | 15.3 | 15.79 | 13.86 | 16.49 | 13.96 | 15.8 |
| Arizona Average | | | 18.4 | 18.5 | 17.3 | 18.8 | 18.5 | ND |
| Difference from State Average | | | -3.1 | -2.71 | -3.4 | -2.31 | -4.54 | |

# End of Year Growth Data

Note:  Growth data is based off from students that have both a beginning of the year score and end of the year score.  Students with only one data point are excluded.  There were 40 students with both a beginning of the year score and end of the year score.

**22-23  9TH – 10TH GRADE GROWTH DATA   (4 STUDENTS WITH PRE AND EOC SCORES)**

| | COMPOSITE | MATH | ENGLISH | READING | SCIENCE | STEM |
|---|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| FALL AVERAGE | 9.25 | 8.25 | 8.75 | 10.75 | 8.5 | 9.75 |
| SPRING AVERAGE | 14.5 | 15 | 12.25 | 21 | 12.75 | 13.75 |
| CHANGE | 5.25 | 6.75 | 3.5 | 10.25 | 4.25 | 4 |
| NUMBER THAT IMPROVED | 4 | PERCENT THAT IMPROVED | 100% |

**22-23  11TH GRADE GROWTH DATA   (14 STUDENTS WITH PRE AND EOC SCORES)**

| | COMPOSITE | MATH | ENGLISH | READING | SCIENCE | STEM |
|---|---|---|---|---|---|---|
| FALL AVERAGE | 11.36 | 11.07 | 9.21 | 11.50 | 11.57 | 12.79 |
| SPRNG AVERAGE | 11.45 | 14.43 | 12.64 | 15.79 | 12.71 | 13.93 |
| CHANGE | 0.09 | 3.36 | 3.43 | 4.29 | 1.14 | 1.14 |
| NUMBER THAT IMPROVED | 9 | PERCENT THAT IMPROVED | 64% |
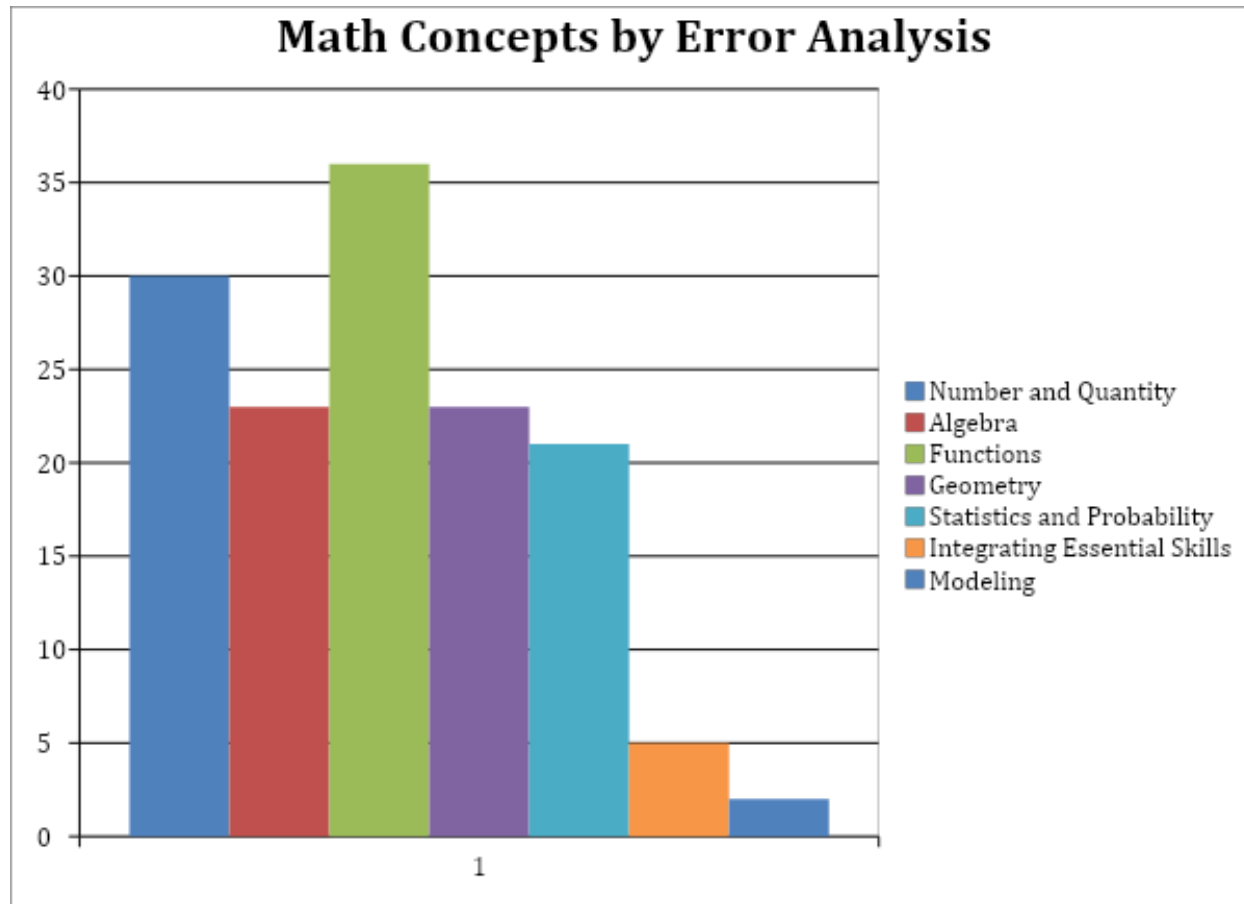
**22-23  12TH GRADE GROWTH DATA    (22 STUDENTS PRE AND EOC SCORES)**

| | COMPOSITE | MATH | ENGLISH | READING | SCIENCE | STEM |
|---|---|---|---|---|---|---|
| FALL AVERAGE | 13.09 | 11.64 | 12.41 | 13.91 | 13.55 | 14.51 |
| SPRNG AVERAGE | 16.86 | 17.09 | 16.64 | 17.14 | 15.14 | 17.82 |
| CHANGE | 3.77 | 5.45 | 4.23 | 3.23 | 1.59 | 3.31 |
| NUMBER THAT IMPROVED | 22 | PERCENT THAT IMPROVED | 100% |

**22-23  SCHOOL WIDE GROWTH DATA    (40 STUDENTS PRE AND EOC SCORES)**

| | COMPOSITE | MATH | ENGLISH | READING | SCIENCE | STEM |
|---|---|---|---|---|---|---|
| FALL AVERAGE | 12.1 | 11.1 | 10.93 | 12.75 | 12.35 | 13.93 |
| SPRNG AVERAGE | 15.63 | 15.95 | 14.8 | 17.05 | 14.05 | 16.05 |
| CHANGE | 3.53 | 4.85 | 3.87 | 4.3 | 1.7 | 2.12 |
| NUMBER THAT IMPROVED | 35 | PERCENT THAT IMPROVED | 88% |
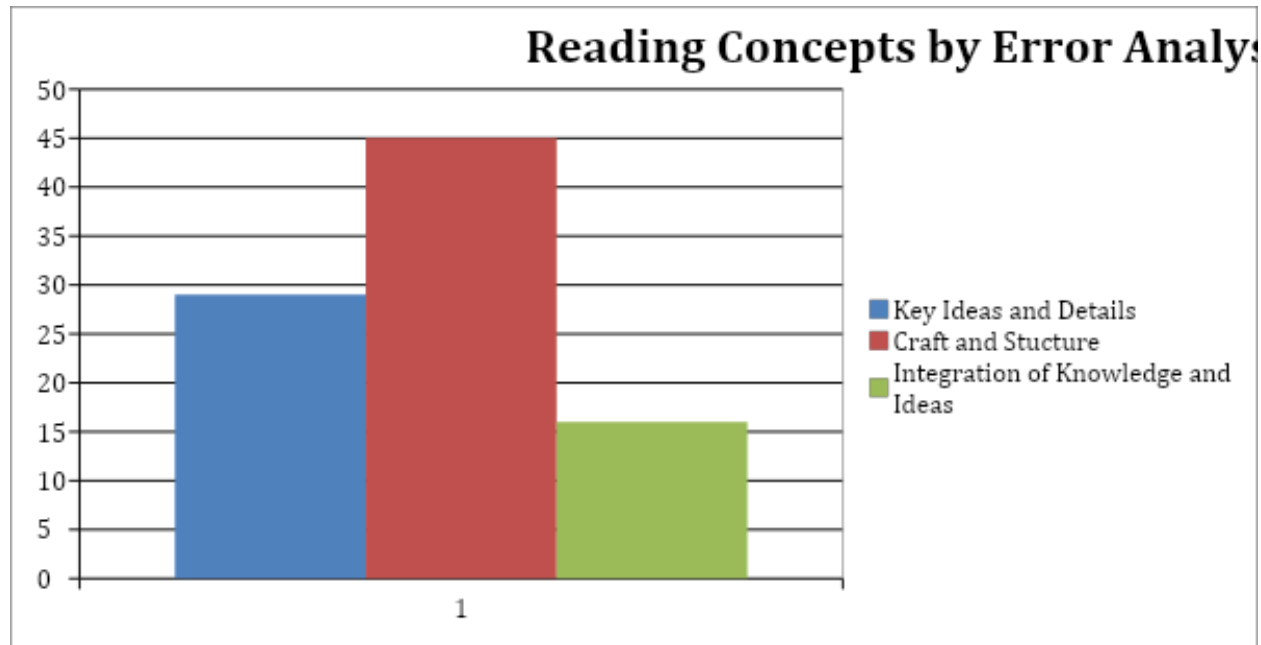
End of Year Concept Error Analysis

**Math Concepts by Error Analysis**

Legend:
- Number and Quantity
- Algebra
- Functions
- Geometry
- Statistics and Probability
- Integrating Essential Skills
- Modeling

Note: Of the 73 students tested 36 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing knowledge of **Functions**. Based on publications produced by ACT, Functions make up 12% to 15% of the math test. 30 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing knowledge of **Number and Quantity** which makes up 7% to 10% of the test.
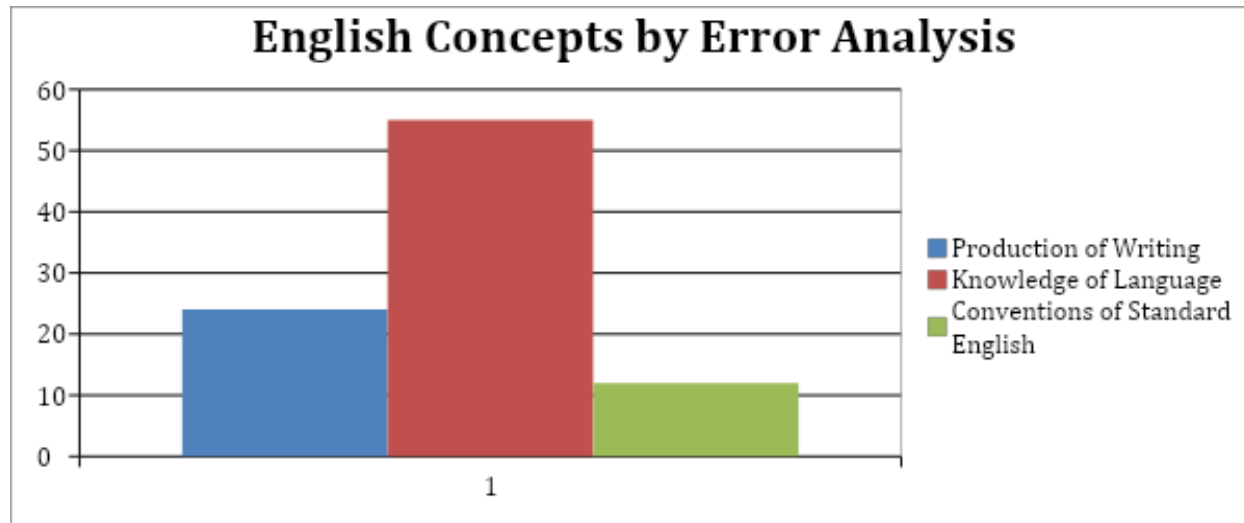
# Math Concept Descriptors

| | |
|---|---|
| **Number and Quantity (7-10% of Test)** | 1) Demonstrate knowledge of real and complex number systems. Students will understand and reason with numerical quantities in many forms, including integer and rational exponents, and vectors and matrices; and 2) recognize and apply place value, rounding, and basic properties of integers |
| **Algebra (12-15% of Test)** | 1) Solve, graph, and model multiple types of expressions. Students will employ many different kinds of equations, including but not limited to linear, polynomial, radical, and exponential relationships. The student will find solutions to systems of equations, even when represented by simple matrices, and apply their knowledge to applications; and 2) use mathematical symbols and variables to express a relationship between quantities (e.g., the number of 59¢ candy bars that you can buy for $5 must satisfy $59n \leq 500$) |
| **Functions (12–15% of test)** | 1) The questions in this category test knowledge of function definition, notation, representation, and application. Questions may include but are not limited to linear, radical, piecewise, polynomial, and logarithmic functions. Students will manipulate and translate functions, as well as find and apply important features of graphs.; and 2)compare numerical patterns generated by a simple addition rule (e.g., add 2) and a simple multiplication rule (e.g., multiply by 2) |
| **Geometry (12–15% of test)** | 1) Define and apply knowledge of shapes and solids, such as congruence and similarity relationships or surface area and volume measurements. Understand composition of objects, and solve for missing values in triangles, circles, and other figures, including using trigonometric ratios and equations of conic sections.; and 2) apply the definitions of parallel and perpendicular lines to describe characteristics of real-world and mathematical problems |
| **Statistics and Probability (8–12% of test)** | 1) Describe center and spread of distributions, apply and analyze data collection methods, understand and model relationships in bivariate data, and calculate probabilities, including the related sample spaces.; and 2)conduct simple probability experiments, and represent results using different displays |
| **Integrating Essential Skills (40–43% of test)** | Synthesize and apply understandings and skills to solve more complex problems. Items address concepts such as rates and percentages; proportional relationships; area, surface area, and volume; average and median; and expressing numbers in different ways. Solve non-routine problems that involve combining skills in chains of steps; applying skills in varied contexts; understanding connections; and demonstrating fluency. |
| **Modeling (28%-31% of test)** | Involve producing, interpreting, understanding, evaluating, and improving models. Each question is embedded and counted in other appropriate reporting categories above. This category is an overall measure of how well you use modeling skills across mathematical topics. |

**Reading Concepts by Error Analys**

Legend:
- Key Ideas and Details
- Craft and Stucture
- Integration of Knowledge and Ideas

Note:  Of the 73 students tested 45 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Craft and Structure.

| Concept Descriptions | |
|---|---|
| **Key Ideas and Details (55–60% of test)** | This category requires you to read texts closely to determine central ideas and themes. Summarize information and ideas accurately. Understand relationships and draw logical inferences and conclusions, including understanding sequential, comparative, and cause-effect relationships.  Items will require you to demonstrate the following in increasingly challenging texts, : 1) identify key evidence, 2) make logical inferences and conclusions, and 3) predict how a character's actions would likely impact a specific situation. |
| **Craft and Structure (25–30% of test)** | These questions ask you to determine word and phrase meanings; analyze an author's word choice rhetorically; analyze text structure; understand the author's purpose and perspective; and analyze characters' points of view. Interpret authorial decisions rhetorically and differentiate between various perspectives and sources of information.  Items will test your ability to demonstrate the following in increasingly challenging texts: 1) identify how an author's or narrator's choice of words can shape a topic and affect a reader's opinion, 2) identify which sentences in a text are essential to understanding the author's or narrator's intended message, and 3) identify the author's or narrator's values, motives, or thinking. |
| **Integration of Knowledge and Ideas (13–18% of test)** | This category requires you to understand authors' claims, differentiate between facts and opinions, and use evidence to make connections between different texts that are related by topic. Some questions will require you to analyze how authors construct arguments, and to evaluate reasoning and evidence from various sources.  Items will test your ability to demonstrate the following in increasingly challenging texts:  1) identify evidence that verifies or contradicts a specific point made by the author or narrator, and 2) identify correct  comparisons across texts and determine if they are fair (e.g., balanced and impartial) and appropriate. |

**English Concepts by Error Analysis**

Legend:
- Production of Writing
- Knowledge of Language
- Conventions of Standard English

Note: Of the 73 students tested 55 of the students had difficulty with identifying the correct Pre-Act answer for questions related to assessing Knowledge of Language.

| Concept Descriptions | |
|---|---|
| **Production of Writing (29–32% of test)** | Requires you to apply your understanding of the purpose and focus of a piece of writing where you must 1) focus on Topic Development by demonstrating an understanding of, and control over, the rhetorical aspects of texts; 2) identifying the purposes of parts of texts, determine whether a text or part of a text has met its intended goal, and evaluate the relevance of material in terms of a text's focus; 3) demonstrate Organization, Unity, and Cohesion by using various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion; and 4) act like an editor and delete inappropriate or extraneous information from drafts. |
| **Knowledge of Language (13–19% of test)** | These questions require you to demonstrate effective language use through 1) ensuring precision and concision in word choice and maintaining consistency in style and tone in a variety of genres, focusing on using transition words and phrases to establish time relationships; and 2) revising passages to delete vague words (e.g., really, very, big, kind of) or inappropriate semantics |
| **Conventions of Standard English (51-56% of test)** | These questions require you to apply an understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text. Items require you to appropriately apply skills related to: <br> 1) Sentence Structure and Formation: Apply understanding of sentence structure and formation in a text and make revisions to improve the writing. <br> 2) Punctuation: Recognize common problems with standard English punctuation and make revisions to improve the writing. <br> 3) Usage: Recognize common problems with standard English usage in a text and make revisions to improve the writing; such as using comparative and superlative adjectives (e.g., well, less, worst) correctly. |

# 11th Grade ACT Data

| | |
|---|---|
| Total 11th Grade Tested | 18 |
| Total FAY Expected to Test | 18 |
| Total FAY Tested | 16 |
| Total 11th Graders Enrolled on Test Date | 33 |
| True Percent Passing | 6% |
| Arizona Percent Passing | 5% |

| | Composite | Math | Science | STEM | English | Reading |
|---|---|---|---|---|---|---|
| Average | 13 | 14.39 | 12.94 | 13.94 | 11.72 | 12 |
| FAY Average | 13.36 | 14.21 | 13.43 | 14.07 | 12.00 | 12.64 |

9. Student Perception
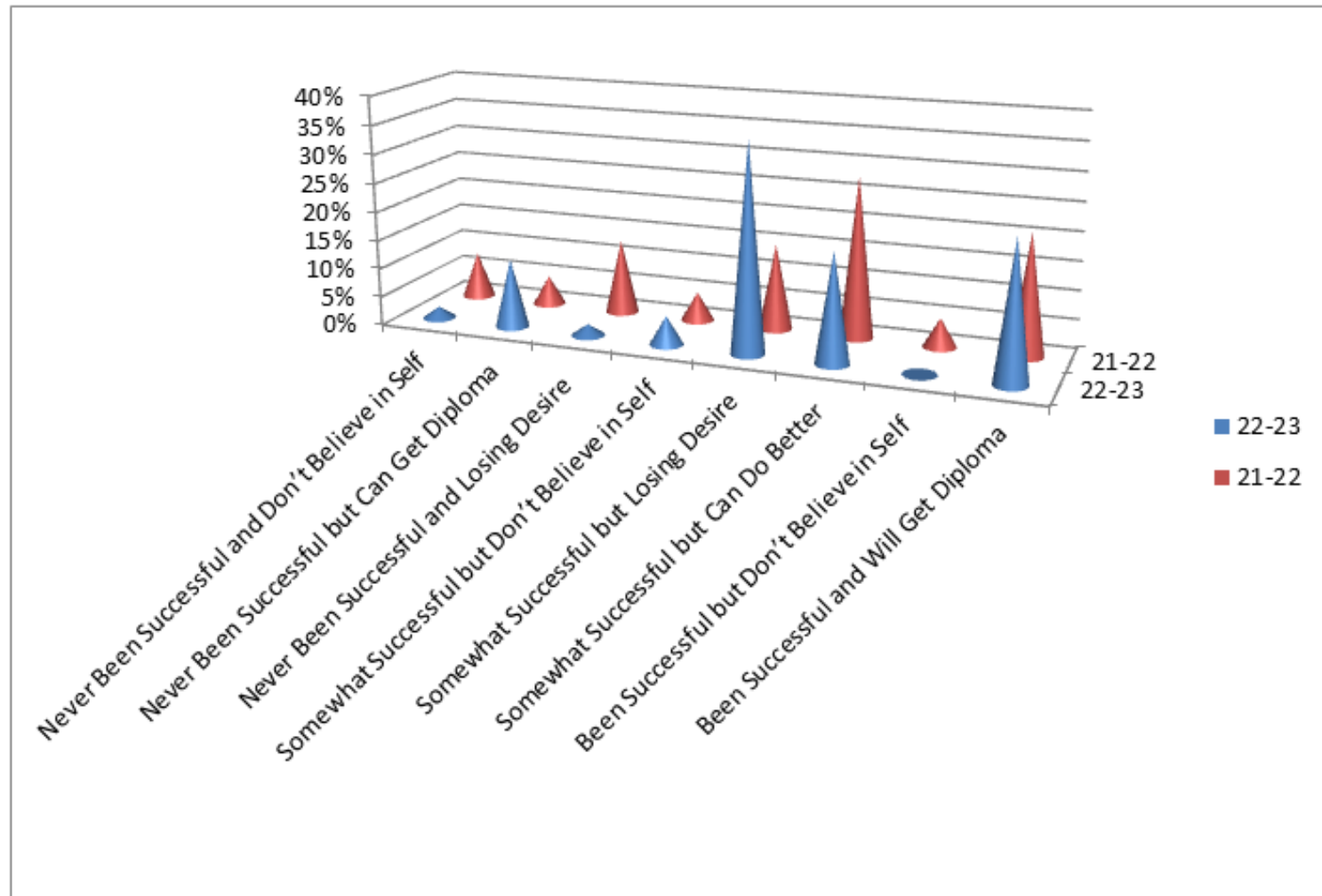
# Qualritics™ Student Perception Survey Results

_____ = indicates significant item necessary for school success as determined by members of leadership team.

Note:  2022-2023 data reflects survey results from 71 students of a possible 103 students.  2021-2022 data reflects 63 responses from a possible 106 students.

| School Value Perceptions | | | | | | | |
|---|---|---|---|---|---|---|---|
| Item # | Item Descriptor | Not Very | | Somewhat | | Very | |
| | | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 |
| 1 | Value of High School Experience | 0% | 7% | 30% | 45% | 70% | 48% |
| 2 | Value of Things Learned in High School | 10% | 24% | 59% | 34% | 32% | 41% |
| 4 | Topics in School are Interesting. | 18% | 27% | 63% | 59% | 19% | 14% |

| | | No Effort | | Some Effort | | Great Effort | |
|---|---|---|---|---|---|---|---|
| 10 | Student effort given to succeed | 22-23 | 21-22 | 22-23 | 21-22 | 22-23 | 21-22 |
| | Total Number | 11 | 0 | 30 | 28 | 30 | 35 |
| | Percent | 16% | 44% | 42% | 44% | 42% | 56% |

| | | Yes | |
|---|---|---|---|
| | | 23-24 | 21-22 |
| 3 | Overall Belief that School Staff Care | 94% | 87% |
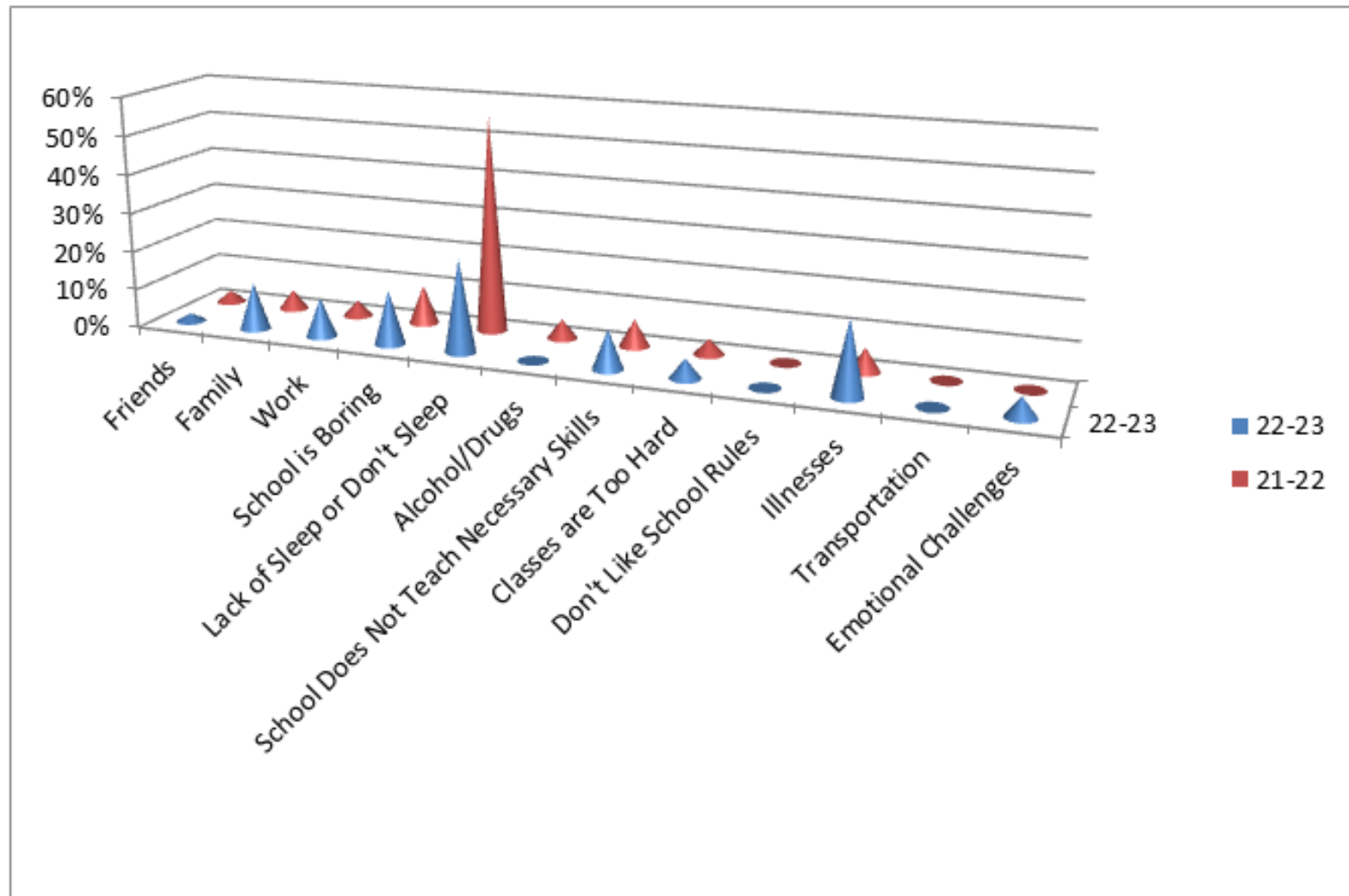
# Indicator of Hope-Self Perception of School Success

| Item # | Self Belief About School Success | 22-23 | 21-22 |
|---|---|---|---|
| 5 | Never Been Successful and Don't Believe in Self | 2% | 8% |
| 5 | Never Been Successful but Can Get Diploma | 12% | 5% |
| 5 | Never Been Successful and Losing Desire | 2% | 13% |
| 5 | Somewhat Successful but Don't Believe in Self | 5% | 5% |
| 5 | Somewhat Successful but Losing Desire | 36% | 15% |
| 5 | Somewhat Successful but Can Do Better | 19% | 28% |
| 5 | Been Successful but Don't Believe in Self | 0% | 5% |
| 5 | Been Successful and Will Get Diploma | 24% | 21% |

Note: The main reasons our students say they are losing desire are 1) lack of choice in what is assigned, 2) Lack of relevancy to what they feel they really need to learn, 3) lack of recognition for success, and 4) biased grading practices

Indicator of Hope-Self Perception Related to Absenteeism

| | Main Reasons for Absenteeism | 22-23 | 21-22 |
|---|---|---|---|
| 6 | Friends | 2% | 3% |
| 6 | Family | 12% | 5% |
| 6 | Work | 10% | 4% |
| 6 | School is Boring | 14% | 10% |
| 6 | Lack of Sleep or Don't Sleep | 24% | 56% |
| 6 | Alcohol/Drugs | 0% | 5% |
| 6 | School Does Not Teach Necessary Skills | 10% | 7% |
| 6 | Classes are Too Hard | 5% | 4% |
| 6 | Don't Like School Rules | 0% | 0% |
| 6 | Illnesses | 19% | 6% |
| 6 | Transportation | 0% | 0% |
| 6 | Emotional Challenges | 5% | 0% |

10. Community Perception

| Perception of Parent-Teacher-School Satisfaction is based on a Likert Average Rating Scale from 1 through 5 (38 families responded in FY23; 21 families responded in FY22) | | | |
|---|---|---|---|
| Item # | Item Descriptor | FY23 | FY24 |
| 1 | Overall satisfaction with the school | 4.32 | 4.17 |
| 2 | Overall satisfaction with school staff | 4.68 | 4.73 |
| 3 | Overall satisfaction with teachers | 4.86 | 4.81 |
| 4 | Overall satisfaction with school safety | 3.33 | 4.21 |
| 5 | Overall satisfaction with school appearance | 3.17 | 3.77 |
| Likert Scale Coding:  Scale 1.0-2.9 Perception of dissatisfaction;  Scale 3.0-3.9 Perception Neutral Satisfaction;  Scale of 4.0 – 5.0 Perception of Moderate to High Satisfaction | | | |

## 11. School Security and Safety

The School Security Assessment Tool (SSAT) is designed to help inform your school's safety and security planning process by taking stock of what security measures and associated supports are in place across your campus, and where you can make improvements to improve the safety and security of your school community. The tool focuses on protection (keeping people and property safe from threats and emergencies) and mitigation (reducing the damage or harm from safety-related incidents) and will help you apply the three physical security strategies of detection, delay, and response.

| Improvement Options | Why is this appearing? | Cost Symbol | Cost Text | Climate Symbol | Climate Text |
|---|---|---|---|---|---|
| Dedicated Security Staff Such as School Safety Officers, School Resource Officers or Security Guards | Dedicated security staff at a school can support detection, delay and response to incidents through their training and capability to act if an incident occurs. | $$$ | Hiring dedicated security staff such as a School Resource Officer, School Security Officer, or other professional security personnel can be a significant expense for schools. However, many School Resource Officer Programs are funded through federal grants from the Department of Justice. A school or district can also explore other grants or other types of funding that may be available through state or local agencies. | +/- | The impact that uniformed police personnel, School Resource Officers, and School Security Officers have on school climate can vary, and will depend on the roles and responsibilities assigned to them. While law enforcement officers in schools can work to deter violence in some contexts, they might have adverse effects on school climate and negatively affect student perceptions of safety. Schools hiring dedicated security personnel should take care to establish SRO or SSO monitoring and evaluation programs and memoranda of understanding that identify clear roles and responsibilities that can attenuate any negative effects. |
| Additional Personnel Monitoring Perimeter Entry Points or Patrolling the Perimeter | Personnel tasked with monitoring for threatening incidents in a layer can provide detection, delay and response capability and can provide linkage to other layers in the security system. | $$$ | Hiring or reassigning staff to monitor perimeter entry points or to patrol the school perimeter can be expensive. Consider whether full time monitoring is needed at your school, or whether monitors would be most useful at specific times during the day. | +/- | Consider how placing staff at the perimeter of school grounds might affect school climate. Personnel who are trained to interact positively with students will likely enhance a school's welcoming ambiance. Personnel whose actions and roles are perceived by students as punitive may have detrimental effects on school climate, and reduce the extent to which students feel safe and welcome at their school. |
| Additional Personnel Monitoring or Patrolling the School Grounds | Personnel tasked with monitoring for threatening incidents in a layer can provide detection, delay and response capability and can provide linkage to other layers in the security system. | $$$ | Hiring or reassigning staff to patrol school grounds can be expensive. Consider whether full time patrols are needed at your school, or whether monitors would be most useful at specific times during the day. | +/- | Consider how staff patrolling the school grounds might affect school climate. Personnel who are trained to interact positively with students will likely enhance a school's welcoming ambiance. Personnel whose actions and roles are perceived by students as punitive may have detrimental effects on school climate, and reduce the extent to which students feel safe and welcome at their school. |

| | | | | | |
|---|---|---|---|---|---|
| Tip Line | Tip lines and communication of information submitted to those lines to staff can support detection of potential incidents. | $-$$ | Implementing a tip line is a relatively low-cost safety and security improvement, but costs can vary depending on specific features of a tip line. Schools can implement tip lines that receive reports of problems through multiple media, including telephones, web portals, and other electronic messaging platforms. Costs will vary depending on the media they select to receive such reports, and the number of school staff and staff time required to field, triage, and address tips. Schools will also need to train staff to develop the skills needed when they receive a report, for example reflective listening, collaborative problem solving, and crisis management. | +/- | The impact of school tip lines on school safety and on school climate is the subject of ongoing research. Tip lines will contribute positively to school climate if students feel they can trust that their tips will result in action, and that the information they share will be treated as confidential, if not anonymous. Schools should also ensure that staff responsible for the tip line have the skills to address reports provided over the tip line, and have earned the trust of students. |
| Emergency Call Boxes Connected to Law Enforcement | Call boxes provide direct communication with responders and can speed the start of response. | $$ | Emergency call boxes installed throughout school grounds--for example in parking lots, along walkways, and at event facilities--can be somewhat expensive. Costs will range depending on the technology installed (e.g. Analog, Wireless, IP call boxes) and on associated infrastructure already in place at the school. | +/- | Emergency call boxes situated across school grounds are unlikely to have a significant impact on school climate. Boxes that are installed at strategic, but limited, locations across grounds are unlikely to have any effect. Schools should also ensure that emergency call boxes are ADA compliant with Braille labels and other features to ensure accessibility by all members of the school community. |
| Perimeter Barrier | Barriers around the school perimeter can both delay an incident by slowing how fast a threatening person can enter and can also assist in detection if climbing the barrier is required. | $-$$$ | A wide variety of perimeter barriers are available to schools. Costs to purchase, install, and maintain hedges and other landscaping as a barrier could be prohibitive, as can costs associated with ornamental fencing. Chain link fencing, concrete or cinder block walls are less expensive solutions. | +/- | A wide variety of perimeter barriers are available to schools. Hedges and landscaping are visually appealing and can make a school campus appear more attractive and make the school feel safer and more welcoming. Ornamental fencing is also visually appealing. On the other hand, chain link fencing or concrete or cinder block fencing are less visually appealing and may reduce the extent to which a school campus feels welcoming. |
| Vehicle Barriers at School Perimeter | Vehicle barriers can reduce risk of incidents involving rapid entry of a vehicle onto school campus, or the use of vehicles as weapons. | $-$$$ | Vehicle barriers installed at the school grounds perimeter to prevent or limit access are typically low-cost measures. They can include drop-down gates, concrete bollards, signage, or water- or sand-filled barricades. | +/- | Vehicle barriers installed at the entrance to school grounds are unlikely to affect school climate, either positively or negatively. |
| Measures to Slow Traffic on School Grounds | Measures that slow traffic can delay an incident and reduce the effectiveness of an attack when a vehicle is used as a weapon. | $ | Installing measures to slow traffic, such as speed bumps or modular traffic barriers along school driveways, is a relatively low-cost measures. However, other options to slow traffic such as curved driveways could impose more significant costs if | +/- | Measures to slow traffic such as speed bumps or modular traffic barriers are unlikely to have any effect on school climate. |

| | | | | |
|---|---|---|---|---|
| | | significant rerouting and landscaping is required. | | |
| Emergency Notification Systems - Covering School Grounds | Notification systems that allow communication with staff and students help in triggering responses like lockdown, lockout or evacuation. | $ | Most schools already have a public address system in place, and incur relatively low long term costs to maintain and upgrade these over time. | +/- | Emergency notification systems such as public address systems are unlikely to have any effect on school climate. |
| CCTV System Covering the School Grounds Perimeter | CCTV systems can deter incidents, but can also support detection (if there are staff monitoring video feeds) and response to incidents (if responders have real time access to footage). | $$$ | Installing CCTV cameras and hiring associated staff to monitor camera feeds in real time can be expensive. CCTV systems also have maintenance and upgrade costs that will accrue over time. Some schools install non-functioning or unmonitored CCTVs as a cost-saving measure, but there is no evidence that these work as effective deterrents to crime or violence. | - | Surveillance measures such as CCTVs can have detrimental effects on school climate, and reduce the welcoming ambience that a school might otherwise provide. Students may feel unfairly monitored, and may move illicit behavior to other, unmonitored areas on or off school campus. CCTV cameras can also violate the privacy and other rights of students and other members of the school community if they not implemented with these concerns in mind. |
| CCTV System Covering the School Grounds | CCTV systems can deter incidents, but can also support detection (if there are staff monitoring video feeds) and response to incidents (if responders have real time access to footage). | $$$ | Installing CCTV cameras and hiring associated staff to monitor camera feeds in real time can be expensive. CCTV systems also have maintenance and upgrade costs that will accrue over time. Some schools install non-functioning or unmonitored CCTVs as a cost-saving measure, but there is no evidence that these work as effective deterrents to crime or violence. | - | Surveillance measures such as CCTVs can have detrimental effects on school climate, and reduce the welcoming ambience that a school might otherwise provide. Students may feel unfairly monitored, and may move illicit behavior to other, unmonitored areas on or off school campus. CCTV cameras can also violate the privacy and other rights of students and other members of the school community if they not implemented with these concerns in mind. |
| Dedicated Emotional Counselors, Therapists, and Social Workers | Emotional Counselors, Therapists, and Social Workers prevent all forms of school violence, including mass killing, in schools as well as guide schools in recovery after a crisis has occurred. Today more than ever, there is a growing need for school social workers to help prevent school violence and to support students in moments of crisis. | $$$ | Hiring Emotional Counselors, Therapists, and Social Workers, or other professional personnel can be a significant expense for schools. However, many programs are funded through federal grants from the Department of Justice or Department of Education. A school or district can also explore other grants or other types of funding that may be available through local agencies. | + | School social workers can help students develop coping skills, resilience, self-esteem, and academic motivation. They can also facilitate access to resources and services that can improve their health, safety, and family stability. School social workers can also collaborate with teachers, administrators, and other professionals to create a supportive and inclusive school climate that promotes learning and diversity. |

**Current issues evidenced by SSAT:**
1. Lack of duty schedule to sufficiently monitor areas utilized by students.
2. Lack of staff and volunteers to sufficiently monitor areas utilized by students.
3. Doors and windows are primarily tempered glass in which intruders have easy access into the school.
4. Lack of staff and volunteers to respond events that threaten safety of students, staff and community.
5. No traffic control signage or speed control devices evident within school drive ways.
6. No barrier or fencing system to control traffic or people that enter the campus area.
7. No universal notification system other than phone all call system.   Phone system does not extend to open areas and phone speakers can be disabled by pushing "Do Not Disturb" on phones.
8. Cameras are present in room but do not meet CCTV standards and 4 recorded as non-functioning.  No CCTV system is in place outside the school.
9. No tip line exists.  The Stop-it App was discontinued in 2020 during COVID.
10. Lack of emotional trauma support is limited to outside services at one day each week for a two hour period.

12. Facilities

## A. Primary Site and Building

Name of Contractor:  Max Hall Construction                         Initial Construction Year:  1994

Address:  3810 W 16th Street, Yuma, Arizona, 85364

Name of Landlord/Owner/Management Company:  Katherine Maack  suncrestplaza@gmail.com

Setting:  Urban                                     Site/Campus Acreage:  6.57                     Number of Buildings:  7

Building Sq Footage:  4,576 sq ft               Occupancy Total:  120                 Number of Classrooms:  5

Number of Support Rooms:  2                    Number of Offices:  2.5               Number of Bathrooms:  2

Energy Source:  Electric with gas capabilities

Air Conditioning:   Roof Top  - Central Type – Shared Room Units with Thermostat Sensors

Heating:  Roof Top  - Central Type – Shared Room Units with Thermostat Sensors; Forced Air

Type of Construction:  Wood Frame and Wood Ceiling Truss with Stucco

## B. Appraisal Summary

| Section | Points Possible | Points Earned |
|---|---|---|
| School Site | 100 | 78 |
| Structural and Mechanical | 200 | 126 |
| Site Maintainability | 100 | 81 |
| School Building Safety &  Security | 200 | 127 |
| Educational Adequacy | 200 | 38 |
| Environment for Education | 200 | 94 |
| **Total** | **1,000** | **544** |

**C. The School Site   100 Points**

| Section | Points Possible | Points Earned |
|---|---|---|
| Site is large enough to meet present and future educational needs as defined by state and local requirements | 25 | 18 |
| Site is easily accessible and conveniently located for the present and future populations | 20 | 20 |
| Location is removed from undesirable business, industry, traffic and natural hazards | 10 | 10 |
| Site is well landscaped and developed to meet educational needs. | 10 | 6 |
| Well equipped athletic areas are adequate with sufficient solid surface parking | 10 | 3 |
| Topography is varied enough to provide desirable appearance and without steep inclines. | 5 | 5 |
| Site has stable, well drained soil free of erosion | 5 | 3 |
| Site is suitable for special instructional needs, e.g. outdoor learning. | 5 | 3 |
| Pedestrian services including adequate sidewalks with designated crosswalks, curb cuts and correct slopes. | 5 | 5 |
| Sufficient on-site, solid surface parking is provided for faculty, students, staff and community. | 5 | 5 |
| **Total** | **100** | **78** |

**D. Structural and Mechanical   200 Points**

| Section | Points Possible | Points Earned |
|---|---|---|
| Structure meets all barrier-free requirements both externally and internally. | 15 | 12 |
| Roofs appear sound, have positive drainage, and are weather tight. | 15 | 9 |
| Foundations are strong and stable with no observable cracks | 10 | 6 |
| Site is well landscaped and developed to meet educational needs. | 10 | 6 |

| | | |
|---|---|---|
| Exterior and interior walls have sufficient expansion joints and are free of deterioration. | 10 | 10 |
| Entrances and exits are located so as to permit efficient student traffic flow. | 10 | 4 |
| Building "envelope" generally provides for energy conservation | 10 | 3 |
| Structure is free of friable asbestos and toxic materials. | 10 | 9 |
| Interior walls permit sufficient flexibility for a variety of class sizes. | 10 | 1 |
| Adequate light sources are well maintained, properly placed and are not subject to overheating.. | 10 | 8 |
| HVAC system, features and units are functioning and adequate to provide adequate air flow and temperature control. | 10 | 1 |
| Each teaching/learning area has adequate convenient wall outlets, phone and computer cabling for technology applications | 10 | 10 |
| Electrical controls are safely protected with disconnect switches easily accessible. | 10 | 8 |
| Drinking fountains are adequate in number and placement, and are properly maintained including provisions for the disabled | 10 | 10 |
| Number and size of restrooms meet school needs. | 10 | 1 |
| Drainage systems are properly maintained and meet requirements | 10 | 7 |
| Fire alarms, smoke detectors and sprinkler systems are properly maintained and meet requirements. | 10 | 10 |
| Intercommunication system consists of a central unit that allows dependable two-way communication between the office and instructional areas. | 10 | 1 |
| Overall water supply is sufficient and available for normal usage. | 10 | 10 |
| **Total** | **200** | **126** |

**E. Site Maintainability    100 Points**

| Section | Points Possible | Points Earned |
|---|---|---|
| Exterior windows, doors and walls are of material and finish requiring minimum maintenance. | 15 | 15 |
| Floor surfaces throughout the building require minimum care. | 15 | 15 |
| Ceilings and walls throughout the building, including service areas, are easily cleaned and resistant to stain. | 10 | 6 |
| Built-in equipment is designed and constructed for ease of maintenance. | 10 | 8 |
| Finishes and hardware, with a compatible keying system, 10 10 are of durable quality. | 10 | 10 |
| Restroom fixtures are wall mounted and of quality finish. | 10 | 4 |
| Adequate custodial storage space with water and drain is accessible throughout the building. | 10 | 3 |
| Adequate electrical outlets and power, to permit routine cleaning, are available in every area. | 10 | 10 |
| Outdoor light fixtures, electric outlets, equipment, and other fixtures are accessible for repair and replacement. | 10 | 10 |
| **Total** | **100** | **81** |

**F. School Building Safety & Security    200 Points**

| Section | Points Possible | Points Earned |
|---|---|---|
| Student loading areas are segregated from other vehicular traffic and pedestrian walkways. | 15 | 1 |
| Walkways, both on and offsite, are available for safety of pedestrians. | 10 | 7 |
| Internal and external ccess streets have sufficient signals and signs to permit safe entrance to and exit from school area. | 10 | 4 |
| Vehicular entrances and exits permit safe traffic flow. | 5 | 4 |
| Athletic field equipment is properly located and is free  from hazard. | 5 | 1 |
| The heating unit(s) is located away from student occupied areas. | 10 | 10 |
| Exterior doors open outward and are equipped with panic hardware. | 10 | 5 |
| Emergency lighting is provided throughout the building with exit signs on separate electrical circuits. | 10 | 10 |
| Classroom doors are recessed and open outward. | 10 | 10 |
| Building security systems are provided to assure uninterrupted operation of the educational program | 10 | 4 |
| Flooring (including ramps and stairways) is maintained in a nonslip condition. | 5 | 5 |
| Glass is properly located and protected with wire or safety material to prevent accidental student injury or unwanted entry. | 10 | 1 |
| Fixed projections in the traffic areas do not extend more than 6" from the corridor wall. | 5 | 5 |
| Traffic areas terminate at an exit or a stairway leading to an egress. | 5 | 5 |
| Adequate fire safety equipment is properly located. | 10 | 7 |
| There are at least two independent exits from any point in the building. | 10 | 10 |
| Fire-resistant materials are used throughout the structure. | 10 | 10 |
| Automatic and manual emergency alarm system with a distinctive sound and flashing light is provided. | 10 | 10 |
| Storage is available to keep classrooms, corridors and walkways  free from clutter and objects. | 10 | 1 |
| Internal and external CCTV cameras are maintained and functioning | 10 | 1 |
| Electrical covers for outlets and switches are unbroken and in good condition. | 10 | 10 |
| Doors fasten securely with at least a functioning handle lock and dead bolt. | 10 | 6 |
| **Total** | **200** | **127** |

**G. Educational Adequacy    200 Points**

| Section | Points Possible | Points Earned |
|---|---|---|
| Size of academic learning areas meets desirable standards. | 15 | 1 |
| Classroom space permits arrangements for small group activity. | 10 | 2 |
| Location of academic learning areas is near related educational activities and away from disruptive noises | 10 | 8 |

| | | |
|---|---|---|
| Personal space in the classroom away from group instruction allows privacy time for individual students. | 5 | 0 |
| Storage for student materials is adequate | 10 | 0 |
| Storage for teacher materials is adequate | 10 | 1 |
| Size of specialized learning area(s) such as special education, art, music, shop and technology meets standards. | 10 | 1 |
| Design of specialized learning area(s) is compatible with instructional need. | 10 | 6 |
| Library/Resource/Media Center provides appropriate and attractive space. | 10 | 4 |
| Indoor and outdoor facilities adequately serve physical education instruction. | 10 | 2 |
| Space is allocated for specialized programs such as art, music, shop and technology. | 10 | 0 |
| Space for art is appropriate for instruction, supplies and equipment. | 10 | 0 |
| Space for technology education permits use of state-of-the- art equipment. | 10 | 2 |
| Space for small groups and remedial instruction is provided adjacent to classrooms | 10 | 1 |
| Storage for student and teacher material is adequate | 10 | 0 |
| Teacher's lounge and work areas support teachers as professionals. | 10 | 0 |
| Cafeteria/Kitchen is attractive with sufficient space for seating/dining, delivery, storage and food preparation | 10 | 0 |
| Administrative offices are consistent in appearance and function with the maturity of the students served. | 10 | 8 |
| Counselor's office insures privacy and sufficient storage. | 5 | 2 |
| Clinic is near administrative offices and is equipped to meet requirements. | 5 | 0 |
| Suitable reception space is available for students, teachers and visitors. | 5 | 0 |
| Administrative personnel are provided sufficient work space and privacy. | 5 | 0 |
| **Total** | **200** | **38** |

## H.  Environment for Education

| Section | Points Possible | Points Earned |
|---|---|---|
| Overall design is aesthetically pleasing and appropriate for the age of students. | 15 | 8 |
| Site and buildings are well landscaped | 10 | 7 |
| Exterior noise and surrounding environment do not disrupt learning | 10 | 6 |
| Entrances and walkways are sheltered from sun and inclement weather. | 10 | 7 |
| Building materials provide attractive color and texture. | 5 | 4 |
| Color schemes, building materials and decor provide an impetus to learning. | 10 | 6 |
| Year around comfortable temperature and humidity are provided throughout the building. | 20 | 4 |
| Ventilating system provides adequate quiet circulation of clean air and meets 15cfm VBC requirement. | 15 | 12 |

| | | |
|---|---|---|
| Lighting system provides proper intensity, diffusion and distribution of illumination. | 15 | 12 |
| Sufficient drinking fountains and restroom facilities are conveniently located. | 15 | 15 |
| Communication among students is enhanced by commons area | 10 | 0 |
| Traffic flow is aided by appropriate sized foyers and corridors. | 10 | 0 |
| Areas for students to interact are suitable to the age group. | 5 | 1 |
| Large group areas are designed for effective management of students. | 10 | 1 |
| Acoustical treatment of ceilings, walls and floors provides effective sound control. | 10 | 2 |
| Window design contributes to a pleasant environment | 10 | 8 |
| Furniture and equipment provide a pleasing atmosphere. | 10 | 1 |
| Environment supports a wide variety of educational activities from technology based to hands on experiences. | 10 | 0 |
| **Total** | **200** | **94** |

| How was the needs assessment, including the root cause analysis, completed and who was involved? | How was stakeholder input included? |
|---|---|

| | |
|---|---|
| Every year the school creates a Continuous Improvement Plan/Integrated Action Plan based on the results of a comprehensive needs assessment (CNA). This information is meant to provide information to the school community regarding achievements, gap analysis, and goals/actions set in place to ensure continued improvement at the school. A diverse group of stakeholders which comprises the leadership team begins a review of data in October of each year to start the planning process. The leadership team meets monthly from August to December. From January to May, the leadership team meets biweekly to establish the integrated action plan. From May to June, the leadership team begins to train and/or enact strategies into test effectiveness in the beta stage. The leadership team does not meet during the month of July. In August, the leadership team receives an update of the SIAP to include goals, strategies, and action steps. | Recruitment of stakeholders begins on the vacancy of position within the team. Through newsletters, direct calls, and social media, the community is informed of vacancies.<br><br>School leadership works with stakeholders to establish mutually agreeable times for meetings and also provides members the ability to attend virtually.<br><br>The school uses the school's website to post public notices and receive feedback regarding school improvement projects, policies and programs.<br><br>Stakeholder input included a combination of surveys, consultation with staff and leaders, and semi-structured interviews. |

**Data Analysis**

| Strengths (What does the school have that makes improvement accessible) | Evidence | | What can be leveraged to move us closer to our goals? |
|---|---|---|---|
| 1. Ability to to use resources and dollars efficiently to ensure funding is available to continue improvements. | 1. School budget PAGE 12 | | 1.School should spend the deficit budget on improving curriculum and hands on material, student activities. |
| 2. Quality Teachers that are student focused. | 2. Per student perception of teacher performance, teachers ranked with perception of high effectiveness | | 2&9. By implementing school wide testing and incorporating math, english, reading, science and STEM, scores are improving and can improve more with effective ACT practice. |
| 3.Provide sufficient opportunities for students to earn elective credits, faster. | 3.Club activities and Welding classes. | | |
| 4. Student perception of teacher effectiveness | 4. Teacher effectiveness, course relevancy and teacher pushes students to learn- rank between 4.5 and 6.5 out of 8. On pg. 43, student perception survey results, 87% of students believe that the staff cares about them (22-23 SY) | | 1. Can improve this by using funding to provide a safer campus- which is currently being done with our officer that is here daily; and improve the appearance of the school with new paint, desks, and better improvements throughout. |
| 5. Teacher student relationships | | | |
| 6. EOY performance data | | | |
| 7. Perception of Parent-Teacher-School Satisfaction is based on a Like Average Rating Scale form 1-5- 38 families responded in FY23 and 21 families in FY22 | 5. page 26- Student perception of teacher effectiveness based on dichotomous rating scale of Yes responses based on 71 student responses | | 4.Provide training to teachers on how to actively engage students through Cooperative Learning. |
| 8. Dual Enrollment and Early College | 6. p. 34- average EOY scores by category shows that we are not far off with competing with the Arizona Averages | | |
| 9. Develop and implement a system of common formative, benchmark, and summative assessments to inform teachers and guide instruction in the classroom learning system. | 7. pg. 47- overall satisfaction with the school, staff and teachers ranked Moderate to High Satisfaction. | | |
| 10. Weekly meetings to discuss student performance across all classes. Identify students at risk of failing subjects, and engage in | 8. pg. 15 with explanation of our pathways that students can earn college credit through Arizona | | |

| | | | |
|---|---|---|---|
| interventions (tutoring, peer mentoring,)<br>11. Re-enrollments based on cohorts<br>12. Target professional learning opportunities<br>13. Discipline Data | Western College, Youth Service College and Career Program, Southwest Technical Education District of Yuma and enrollment into trade school programs.<br>10. PLC Agendas Samples<br>11. pg. 32- see info on all enrollment based on cohort.<br>12. pg. 17- staff meetings and agenda- district leaders provide autonomy of school leadership to determine development at all levels. The district provides the opportunity for the school principal to receive individualized coaching that helps them improve their instructional and organizational leadership within their unique school context.<br>13. pg. 20- review of inappropriate behaviors- last 5 years, no possession/use of firearms/weapons; no alcohol | | |
| Opportunities (What does the school have that makes improvement possible with slight changes) | Evidence | | |
| 1.Proper counseling and planning of strategies for students close to graduation, or aging out. | 1.Demographics data provided on page 10<br>2. Open house is held at the beginning of each semester. Students are encouraged/ given incentives to bring their | | 3. Increase liaison between Arizona Western College, STEDY, SHINE Leadership Program, Pathways. |

| | | | |
|---|---|---|---|
| 2. Families and schools work together to help students achieve high academic standards.<br><br>3. Access to dual credits and early college | parents/guardian to the open house. Community perception data on pg. 47.<br>3. pg. 15- see if there are other ways students can earn college credits other than the ones listed-could be an improvement to what we could offer. | | |
| Weaknesses (What does the school have or lack that makes improvement difficult or challenging) | Evidence | | What are the root causes? |
| 1.There is a lack of extra-curricular activities in school to improve social emotional skills in students.<br>2. lack of a unified district to build a strong community intensely focused on student learning. | 1.School Policy Data provided on pg. 15 under -<br>Academic Eligibility: Athletics and Co-Curricular Activities<br>2. pg. 18- Domain 4- Culture Shift-There are school level opportunities, but not district level opportunities for members of the school community to come together to discuss, explore and reflect on student learning | | 1. At risk behaviors outside of school<br>2. pg 26-More than half of students report of boredom in classes- but high percentages with teachers making effort to make boring material more interesting.<br>3. Lack of school to career connection in coursework.<br>4. Family/ drug problems<br>5. Lack of another school district where teachers can come together and discuss various things within their respective disciplines. |
| Threats (What must be changed immediately so school improvement can occur.) | Evidence | | |
| 1. Attendance must be fixed in order to improve graduation rate and low academic performance. | 1. Chronic absenteeism was at 37% for FY23.<br>1. Student perception surveys | | |

List top five priority areas based on the needs assessment. Although more can be identified, going deeper in improving fewer areas is often more effective.

1.  The school must raise the federal five year federal graduation rate to get out of school improvement. Paula/Grossenburg
2.  The school must reduce chronic absenteeism in order to improve graduation rate and Arizona academic performance indicatorsLerma/Amber
3.  The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities. (working toward that goal with the implementation of School Wide Practice Testing) Rhodes

4.  The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards. Estes/Villaneda

5.  The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented. Nair/Rush- all comes from general budget

**Priority 1:** The school must raise the federal five year federal graduation rate to get out of school improvement.

Increase services to 5 year graduates that includes increased case management, and designating increased individualized services.

Strategy 1.1: If we **Increase services to 5 year graduates that includes increased case management, and designating increased individualized services.** then more immediate interventions can be applied, **and** students can maintain adequate progress towards graduation.

Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| School 5 Year Grad Rate | Principal/Advisor | Academic Advisor Reports | 23% | 67% | 72% |
| ADE 5 Year Grad Rate | Principal/Advisor | ADE A&R Reports | 31% | 67% | 72% |
|  |  |  |  |  |  |

Milestones

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| 1.1 Pre-year Data Aggregation | Credits achieved by 5 year cohort in data den | 6/1/23-7/27/23 | Virtual Data Den and Transcripts/General Budget | Principal/Advisor | Principal |
| 1.2 Quarter 1 Data Aggregation | Add credits earned by 5 year cohort in data den- Report to school board | 10/7/23-10/15/23 | Virtual Data Den and Transcripts/General Budget | Principal/Advisor | Principal |
| 1.3 Quarter 2 Data Aggregation | Add credits earned by 5 year cohort in data den- Report to school board | 12/15/23-01/7/24 | Virtual Data Den and Transcripts/General Budget | Principal/Advisor | Principal |
| 1.4 Quarter 3 Data Aggregation | Add credits earned by 5 year cohort in data den- Report to school board | 03/10/24-03/24/24 | Virtual Data Den and Transcripts/General Budget | Principal/Advisor | Principal |
| 1.5 Quarter 4 Data Aggregation | Add credits earned by 5 year cohort in data den- Report to school board | 05/28/24-06/15/24 | Virtual Data Den and Transcripts/General Budget | Principal/Advisor | Principal |

1.2:      **If** we **ensure staff are available for intervention after school and on weekends to recapture attendance and receive academic**
Strategy      **intervention**, then attendance rate will improve **and** students will reach graduation as planned.
Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Students with risk of chronic absenteeism will stay after school at a rate greater than those at risk. | Teachers, Registrar and Attendance Coordinator | Intervention logs | 22-23 Average of 2.33 students per day | Average of 7 students per day | Average of 10 students per day |
| Loss of Credit Report will show less students that risk losing credit | Registrar | Loss of credit report | 22-23 average of 19.5 students at risk of losing credits | average of 10 students at risk of losing credits | average of 5 students at risk of losing credits |

Indicator:      Students with risk of chronic absenteeism will stay after school at a rate greater than those at risk.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| 1.1 Teachers will submit intervention logs to registrar | Registrar receives intervention logs daily | Within 24 hours of completed intervention session | After school attendance logs/General | Teachers | Registrar |
| 1.2 Registrar provides Attendance Coordinator with a list of students to schedule for after school or weekend intervention | Attendance Coordinator meets or contacts students to schedule intervention | Within 24 hours of referral | Daily emails with referrals - cc principal | Registrar | Attendance Coordinator |
| 1.3  Attendance Coordinator schedules students for intervention after school or weekend intervention | Teachers Receive Intervention schedules | Within 24 hours of referral | Intervention Schedule and notices-cc principal and registrar | Attendance Coordinator | Teachers |
|  |  |  |  |  |  |

Indicator:          Loss of Credit Report will show less students that risk losing credit

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| 1.1 Registrar submits a list o of list of students at risk of losing credit due to attendance to staff | All staff receive a list of students at risk of losing credits due to attendance | every other day 2 weeks prior to the end of the quarter | Attendance Bank/General | Registrar | Attendance Coordinator, Principal |
| 1.2 Attendance Clerk will intensify case management of 5 year cohort and 11th grade cohort. | Students will begin to access intervention | Within 24 hours of report | Intervention Schedules and Logs; daily emails - cc staff; | Attendance Coordinator | Registrar |

1.3:          **If** student council provides every A honor student with a $25 gift card and has a drawing for A-B honor roll, then credits earned for each quarter will be increased **and** students will reach graduation as planned.

Strategy

Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Students achieving honor roll will increase. | Academic Advisor | Honor Roll Report | 22-23 an average 8.5 students achieved honor roll each quarter | Increase honor roll average to 12 students | Increase honor roll average to 14 students |

Indicator:          Students achieving honor roll will increase.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Student Council needs to market strategy | Students will be motivated to attempt honor roll | Mid term of each quarter | Student Council Agendas and Market Material/General | Student Council President | Academic Advisor; Principal |
| Teachers report eligible students to Academic Advisor. | Academic advisor will be able to prepare a potential list of candidates | two weeks before end of each quarter | Grade Books/General | Teachers | Academic Advisor |

| | | | | | |
|---|---|---|---|---|---|
| Academic Advisor compiles a potential list of candidates | Staff and student council have a preliminary lis to focus on | one week before end of each quarter. | Teacher Reports/General | Academic Advisor | Teachers and Student Council |
| Teachers submit grades for verification | Academic Advisor receives data that allows to develop actual list of students achieving honor roll | one week into new quarter | End of Quarter Grade Submissions | Teachers | Academic Advisor |
| Academic Advisor creates honor roll list | Student Council, staff and principal have a list of student council members | Between week 2 and 4 of new quarter | Final honor roll list/General | Academic Advisor | Teachers, Student Council President, Principal |
| Student council determines quantity of A honor gift cards and A-B honor gift cards | Allocation from Student Council Funds is allocated to pay for gift cards. | Between week 4 and 5 of new quarter | Student Council Monetary Allocation/Student Council Activity Fund | Student Council President | Academic Advisor, Principal |
| Academic Advisor and Student Council President award gift cards and conduct drawing. | Students that achieved honor roll receive gift cards | Between week 5 and 6 of new quarter | Purchase request and sign off sheet/Student council activity fund | Academic Advisor | Student Council President; Principal |

| 1.4 Strategy | **If a vendor is contracted to provide an online high school course program and an online credit recovery program that is aligned to the Arizona Standards**, then credits earned for each quarter will be increased **and** students will reach graduation as planned. |
|---|---|

Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Edgenuity Completion reports will display an increase in credits earned online. | Academic Advisor | Edgenuity Course Completion Report | 22-23 an average quarterly rate of 12.7 courses were completed each quarter | 15 courses will be completed each quarter | 20 courses will be completed each quarter |

Indicator: ___ Edgenuity Completion reports will display an increase in credits earned online.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Renew Edgenuity Contract | Students will have access to the Edgenuity platform for the 23-24 school year | July each year | Renewal invoice/General | Academic Advisor | Principal |
| Rollout program | Students enroll into Edgenuity program | Continuous | None | Academic Advisor | Principal |
| Manage program | Academic Advisor will manage the program | Continuous | None | Academic Advisor | Principal |
| Compile Course completion report | Academic advisor will submit a course completion report to the principal | Within 3 weeks of the end of the quarter | Edgenuity Course Completion Report | Academic Advisor | Principal |

1.5 Strategy

**If we increase enrollment into the work study program to where at least 20% of student body is in some form of work study** then more points will be earned on CCRI **and** students will gain high school credit while gaining work experience.

Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Work Study enrollment will display at least 20 students | Academic Advisor | Work Study Enrollment lIst | 22-23 The school had 8 students complete work study | 23-24 Twenty students will complete work study | 24-25 Twenty-five students will complete work study |

Indicator: Work Study enrollment will display at least 20 students.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Promote work study at orientation | New students will brief introduction to work study program | Continuous at new student orientation | New Student Orientation Packet/General | Principal | Academic Advisor |
| Promote wok study program at the start of each new quarter | Student interest will be generated in work study program | Within 2 weeks of the start of each quarter | Work Study Contracts/General | Academic Advisor | Principal |
| Track work study progress | Academic advisor will communicate on-going progress of work study students | At mid-term and end of the quarter | Work study list/General | Academic Advisor | Principal |
| Record completion of work study hours | Academic advisor will submit to principal a report of quarterly completed work study. | Within 2 weeks at the end of the quarter | Work Study Report/General | Academic Advisor | Princiapl |

1.6 Strategy **If we add credit recovery data to attendance resorts for 5 year cohort graduates** then more real time credit data will be accessible to staff **and** students will receive more intensive case management.

Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Attendance report will display credits achieved for 5 year graduates | Principal | Attendance by cohort list in virtual data den | 22-23 No data exists | 23-24 Implement and work with strategy | 24-25 evaluate for effectiveness |

Indicator:        Work Study enrollment will display at least 20 students.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Analyze transcripts for credits towards graduation for the 5 year graduation cohort | Develop a list of students that details how many credits they achieved towards graduation | Within two weeks following each quarter then when students enroll | Virtual data den Attendance by Cohort Report/General | Principal | Academic Advisor |
| Update list each quarter | The credits earned by students will updated each quarter to determine progress towards graduation on a quarterly basis. | Within two weeks of the start of a new quarter. | Virtual data den Attendance by Cohort Report/General | Principal | Academic Advisor |
| Include credits earned into PLC agenda | Inform all staff about credits achieved towards graduation | Two to three weeks following the start of the new quarter | Virtual data den Attendance by Cohort Report/General | Principal | Academic Advisor |
| Plan intensive intervention for students that are close to catching up on credits towards graduation. | Students that are close to catching up on credits will have  PLC based plan to discuss with student | Two to three weeks following the start of the new quarter | Virtual data den Attendance by Cohort Report/General | Principal | Academic Advisor |
| Discuss plans with students | Student will meet to determine feasibility of implementing plan | Two to three weeks following the start of the new quarter | Virtual data den Attendance by Cohort Report/General | Principal | Academic Advisor |

1.7    **If we ensure 5 year cohort dropouts re-enroll in diploma based program** then our graduation rate will improve **and** students will
Strategy    recapture the opportunity to graduate with a high school diploma.
Strategy Performance Measures:

| Indicator | Person Responsible | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|---|
| Re-enrollment rate of 5 year cohort dropouts | Attendance Coordinator | Re-enrollment report | 22-23 nineteen percent of dropouts re-enrolled into a program | 23-24 twenty-five dropouts will re-enroll into a program | 24-25 Thirty dropouts will re-enroll into a program |

Indicator:        Work Study enrollment will display at least 20 students.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Registrar Notifies attendance coordinator that a 5 year cohort student is dropping out. | Attendance coordinator receives immediate notice that a 5 year cohort has exited school. | Within 24 hours of exciting | Email notification/School Improvement grant and general | Registrar | Attendance Coordinator |
| Attendance coordinator promotes re-enrollment into various programs that offer a diploma | Attendance Coordinator convinces dropout to continue education with one of a menu of options. | Within 24 hours of receiving notification | Email notification/School Improvement grant and general | Attendance Coordinator | Registrar |
| Attendance coordinator works with family and students to re enroll into a program. | Student becomes enrolled ino one of many options. | Within one week of receiving notice | Email notification/School Improvement grant and general | Attendance Coordinator | Registrar |
| Attendance coordinator notifies registrar and principal of result | Registrar and principal receive a notice of students that are still needing re-enrollment | Within 24 hours of meeting with family and student | Email notification/School Improvement grant and general | Attendance Coordinator | Registrar |
| Principal updates information in virtual data den | Staff have updated information on re-enrollment status of dropouts | Within 24 hours of receiving notice from Attendance Coordinator | Virtual Data Den Attendance by Cohort Report/General | Principal | Registrar |

| | | | | | |
|---|---|---|---|---|---|
| Attendance Coordinator contacts non-enrolled dropouts one more time | Non-enrolled dropouts enroll into a diploma program | Approximately nine weeks following initial visit | Attendance Coordinator Calendar/School Improvement grant and general | Attendance Coordinator | Registrar |

**Supports**

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective they were based on data (include any relevant data in the explanation if it is available).

| Supports Needed | Supports Provided | Source (school and other organizations) | Effectiveness |
|---|---|---|---|
| Training attendance coordinator on processes related to scheduling interventions and notifications | Training was provided to attendance coordinator by registrar and principal | School | Somewhat effective-Attendance coordinator left employment after 3 weeks. |
| Train treasurer, vice president, and president on purchase and honor procedures | None yet | School | No effectiveness yet |
| Need to develop a google sheet that tracks student intervention | None yet | Principal | No effectiveness yet |
| Need to figure a way out to positively influence work study employers to set reasonable work hours for students | no solution yet | Academic Advisor | No effectiveness yet |

## Reporting
### *Implementation Data*

| Strategy/Action | Success | Challenges |
|---|---|---|
| Employing attendance coordinator | When the attendance coordinator was employed ADA improved to 82%. | 1st academic coordinator left employment on 8/17/13 - job search started 8/18/23; interview candidate 9/7; offer on-site visitation to candidate on 9/12/23 |
| Staff will stay after school to offer tutoring. | Principal has met with all students who are failing. The Academic Advisor contacted all parents regarding low grades and tutoring available after school. | Students are not passing classes. |
| Students will be enrolled in Edgenuity to help with credit recovery. | The Academic Advisor has signed up several students to Edgenuity for credit recovery. | Students are arriving at our school with under 3 credits as seniors. |
| Increase number of students in work study | Currently 10 students enrolled in work study | 50% are failing one in-person class or more |
| Assign intervention for failing students | Consistent Administrator to Student Conference starting 3 weeks prior to end of the quarter | Inconsistent or lack of teacher to parent notification of students failing or calling to mandate intervention. |
| | | |
| | | |
| | | |

| Milestone | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| Actions Completed (%) | | | | |
| Actions on Time (%) | | | | |
| Actions Behind Schedule (%) | | | | |
| Resources/Budget Used ($) | | | | |
| Additional Information/Comments | | | | |

**Priority 2** The school must improve attendance in order to meet graduation rate expectations and academic achievement expectations.

Strategy 2.1: **If** we hired an attendance coordinator, then the school will have greater relevant attendance data, **and** students will have improved attendance.

Strategy Performance Measures: (measuring the **"then"** part of the statement-the adult behavior)

| Indicator | Data Source | Baseline | Target Year 1 (23/24) | Target Year 2 (24/25) |
|---|---|---|---|---|
| Chronic Absenteeism Rate will decrease. | CNA and Registrar Data | 37% | 30% | 27% |
| Average Daily Attendance | Synergy ADA Reports | 42% | 30% | 27% |

Indicator: Chronic Absenteeism Rate will decrease. and ADA will improve

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| 2.1 Marketing and Hiring | Hire 1 Attendance Coordinator | 6/1/23 - 7/27/23 | 50% CSI_G and 50% General Budget | HR | Principal , Registrar, Academic Advisor |
| 2.2. Training on systems and processes | Attendance coordinator functions independently | 7/27/23 - 9/1/23 | 50% CSI_G and 50% General Budget | Principal | Principal and Registrar |
| 2.3  3 mos attendance coordinator evaluation | ADA below 30% | 11/15/23-12/15/23 | 50% CSI_G and 50% General Budget | Principal | Principal and Registrar |
| 2.4  6 mos attendance coordinator evaluation | ADA below 30% and Chronic Absenteeism below 30% | 2/15/24-3/15/24 | 50% CSI_G and 50% General Budget | Principal | Principal and Registrar |

Strategy 2.2: **If** we **implement an attendance notification system that includes generic nudge letters, registrar and attendance coordinator calls, home visits, and attendance conferences,** then school attendance will improve, **and** students will not lose credit for violations of attendance policy.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Contact logs will display an increase in contacts made | Contact logs | 22-23 Teachers made minimal contact, principal made minimal phone contact but conducted 72 home visits | 23-24 Teachers call 2nd period absent students; Attendance coordinator sends nudge letters, calls and home visits, academic | 24-25  Refine strategy and strategy |

| | | | advisor manages online attendance, registrar coordinates activities | |
|---|---|---|---|---|

Indicator:        Contact logs will display an increase in contacts made

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Implementation training | Staff will understand and receive tools to carry out duties | One week at start of year or within one week of employment | School Improvement Plan/Job Specific Funding | Principal | Registrar |
| Strategy monitoring | Ongoing communications will occur with absent students | Every three weeks | Contact Logs/general | Principal | Registrar |

Strategy 2.3:   **If** we implement an organizational maturity model where students and families have greater agency then, average daily attendance will improve **and** student motivation to attend school will increase.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| I.E Maturity Model Perception Chart will display greater agency across domains | IE Maturity Model Perception Chart | 22-23  Student agency was determined to function within a system of controls | 23-24  Perception will move towards self-regulation and intrinsic motivation. and belongingness | 24-25  Perceptions will move towards ownership. |

Indicator            I.E Maturity Model Perception Chart will display greater agency across domains

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Leadership team reviews perception survey results with I.E consultant | An accurate perception is displayed on I.E Maturity Model Perception Char | Within two weeks of every quarter or every 45 days whichever comes sooner | I.E Maturity Model Perception Chart/School Improvement Grant | Principal | Leadership Team and IE Consultant |

| Annual reporting to school board | Stakeholders will be informed of current state of maturity | At the July Board Meeting for each year of implementation | I.E Maturity Model Perception Chart/General | Principal | Superintendent |
|---|---|---|---|---|---|

Strategy 2.4:  **If** staff receive ongoing professional development on building student agency and student relationships  then, average daily attendance will improve  **and** student motivation to attend school will increase.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| PLC Agenda and logs will display ongoing professional development in building instructional structures that lead to student agency and positive student relationships | PLC Agendas and material | 22-23  Staff received 20 hours of PD on forming basic structures that increase student agency. | 23-24  Staff will receive at least 20 hours of PD that focus on putting in place the structures and tools necessary to carry out student-led teams. | 24-25  Staff will receive at least 20 hours of PD that focus on building structures where students can monitor their own learning. |

Indicator          PLC Agenda and logs will display ongoing professional development in building instructional structures that lead to student agency and positive student relationships.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Leadership team works with IE consultant to develop PD calendar and agendas | A calendar is developed to identify dates of PD and assist in structuring PLC topics | Within one week of the new school year | PD and PLC Calendar/School Improvement grant | Principal | Leadership team |
| IE Consultant provides professional development to principal | Principal is trained on building instructional structures that lead to student agency and positive student relationships | Ongoing throughout the year | IE Resources/School Improvement grant | IE Consultant | Principal |
| IE Consultant along with principal provides professional development to staff | Teachers and staff receive training building instructional structures that lead to student agency and positive student relationships | One to two times per month | IE Resources/School Improvement grant | IE Consultant | Principal |

| Principal and staff carry out professional development that reinforces efforts delivered by IE consultant | A system of ongoing professional development occurs that focus on building instructional structures that lead to student agency and positive student relationships | at least biweekly | IE Resources/School Improvement grant | Staff | Principal |
|---|---|---|---|---|---|

Strategy 2.5:  **If** we implement a career development program to include more mini-career camps, career exploration tours, and motivational speakers then, average daily attendance will improve  **and** student motivation to attend school will increase because relevancy has improved.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| School event calendar will display career development activities | School Event Calendar | 22-23<br>4 mini career camps<br>3 career exploration tours<br>3 motivational speaker events<br>Monthly WIOA events | 23-24<br>4 mini career camps<br>9  career exploration tours<br>7  motivational speaker events<br>Monthly WIOA events | 24-25<br>4 mini career camps<br>10  career exploration tours<br>8  motivational speaker events<br>Monthly WIOA events |

Indicator        School event calendar will display career development activities

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Principal and Academic Advisor contact community to schedule tours and events | A career development program is initiated that includes mini-career camps, career exploration tours, and motivational speakers. | weekly | networks and event calendar/genteral | Principal and Academic Advisor | Superintendent |
| Academic Advisor coordinates mini career camps | A career development program is initiated that includes mini-career camps, career exploration tours, and motivational speakers. | weekly | networks and event calendar/genteral | Academic Advisor | Principal |

| | | | | | |
|---|---|---|---|---|---|
| Sign up sheets are posted on social media and the principal's bulletin board. | A career development program is initiated that includes mini-career camps, career exploration tours, and motivational speakers. | weekly | networks and event calendar/genteral | Principal manages bulletin board; Academic Advisor manages social media | Superintendent |
| Events and activities are logged in Success section of SIP | A career development program is initiated that includes mini-career camps, career exploration tours, and motivational speakers. | weekly | networks and event calendar/genteral | Principal | Academic Advisor |

Strategy 2.6:   **If** we enroll students with solid attendance in Career or Tech Institute classes then, average daily attendance will improve **and** student motivation to attend school will increase because relevancy has improved.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Enrollment records into Career or Tech Institute classes will show an increase from baseline year | Enrollment records into Career or Tech Institute classes | 22-23 8% of the school population completed career or tech classes. | 23-24 15% of the school population completed career or tech classes. | 24-25 20% of school population completed career or tech classes |

Indicator        Enrollment records into Career or Tech Institute classes will show an increase from baseline year

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Connect with area career and tech course providers | Develop a structure and budget | Primarily summer and November | Enrolment forms, student required documents/SRSA Grant, WIO Funds, and general | Academic Advisor | Principal |
| Market programs to students | Student interest will be generated | During enrollment time frames | Enrolment forms, student required documents/SRSA Grant, WIO Funds, and general | Academic Advisor | Principal |
| Enroll students into programs | Students will be enrolled in programs | During enrollment time frames | Enrolment forms, student required documents/SRSA Grant, WIO Funds, and general | Academic Advisor | Principal |

| Monitor and offer supports to students in programs | Students will successfully complete programs | During courses | flexible work schedule/SRSA Grant, WIO Funds, and general | Academic Advisor | Principal, Attendance Coordinator, Registrar |
|---|---|---|---|---|---|

Strategy 2.7: **If** student council carries out school events that have interest to the student body, then student motivation to attend school will increase.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| School Event Calendar will display student council facilitate events | School event calendar | 22-23 Student council hosted one event | 23-24 Student council will host 8 events. | 24-25 Student council wll host 12 events. |

Indicator        The School Event Calendar will display student council facilitate events.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Student Council president facilitates a discussion to establish school event goals | 8 events are scheduled | Within 3 weeks of electing president | procurement requests, expense sheets, planning sheets/Student Council Activity Funds | Student Council President | STUCO School Event Committee and Principal |
| STUCO School Event Committee proposes events to STUCO | Student Council approves events | As determined by events committee | procurement requests, expense sheets, planning sheets/Student Council Activity Funds | STUCO School Event Chair | Committee Members, Student Council, and principal |
| STUCO School Event Committee recruits students and community members to develop events | Well organized events are planned within established time frames | As determined by events committee | procurement requests, expense sheets, planning sheets/Student Council Activity Funds | STUCO School Event Chair | Committee Members, Student Council, and principal |
| Student Council hosts events | Well organized events are completed within established time frames | As determined by events committee | procurement requests, expense sheets, planning sheets/Student Council Activity Funds | STUCO School Event Chair | Committee Members, Student Council, and principal |

**Supports**

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective they were based on data (include any relevant data in the explanation if it is available).

| Supports Needed | Supports Provided | Source (school and other organizations) | Effectiveness |
|---|---|---|---|
| Staff development on building student agency and relationships | None yet | Instructional Empowerment 301 Series | None yet |
| Staff need training on de escalation techniques | None yet | TBA | None yet |
| Closer intake management for Az@work clients and Goodwill clients | None yet | Az@Work Youth Services and Goodwill Representative | None yet |
| Student Council needs common planning time for events | None yet | Principal | None yet |

## Reporting

*Implementation Data*

| Strategy/Action | Success | Challenges | |
|---|---|---|---|
| Attendance Coordinator to improve attendance | During employment reduced absenteeism significantly and tracking and communication of attendance was consistent. | Loss of attendance coordinated resulted in excessive absenteeism and inconsistent tracking and communication. | |
| Provide nudge letters to absent students | | Registrar did not have ability to take up Academic Coordinator's responsibility to mail nudge letters. | |
| Intensive case management | Startin 3 weeks to the end of the quarter, staff met with students to discuss daily attendance. | | |
| Career and Technical Experiences | 6 students enrolled in Career and Technical Courses; 1 career mini camp with 7 guest career speakers; 3 job visit events | Conflicting schedules with events, lack of funding to access experiences | |
| | | | |
| | | | |
| | | | |
| | | | |
| Milestone | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
| Actions Completed (%) | | | | |
| Actions on Time (%) | | | | |
| Actions Behind Schedule (%) | | | | |
| Resources/Budget Used ($) | | | | |
| Additional Information/Comments | | | | |

**Priority 3** The school needs to improve the academic scores on nationally based assessments, and especially the 11th grade cohort, in order to improve overall school academic scores and provide greater college, trade school, and post-secondary opportunities.

Strategy 3.1     **If** we increase services to the 11th grade cohort that includes increased case management, and designating increased individualized services,  then staff will have a structure in place to effectively offer interventions to a critical subgroup, **and** the 11th grade academic achievement will increase.

Strategy Performance Measures:  Increase services to  11th grade cohort that includes increased case management, and designating increased individualized services.

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| SWS Quiz Scores will consistently show improvement to mastery | SWS Data Reports | 22-23 No data is available for lack of ACT aligned tool. | 23-24 Mastery established at 70% of concepts  tested at 70% tested | 24-25 Mastery established at 70% of concepts tested at 75% tested. |
| Pre-ACT Scores will display an increase | Pre-ACT midcycle scores | 22-23 8% of the 11th grade displayed mastery | 23-24 25% of spring benchmark meets mastery | 24-25 30% of spring benchmark meets mastery |
| ACT scores will display an increase | ACT Student Reports | 22-23 6% pf the 11th grade students displayed proficiency | 23-24 20% of spring benchmark meets mastery | 24-25 25% of spring benchmark meets mastery |

Indicator(s)    Pre-ACT and ACT Scores will display an increase.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Administer Pre-ACT | staff will real data to plan instruction and interventions | Early SEptember, Early January, Early May | Pre-ACT exams and Reports/general | Academic Advisor | Principal |
| Identify and record current performance level of students on Pre-ACT in virtual data den | staff will real data to plan instruction and interventions | Early SEptember, Early January, Early May | Pre-ACT exams and Reports/general | Principal | Academic Advisor |
| Analyze Pre-ACT scores as a PLC group | Plan interventions fo 11th grade students that are close to performance | Early SEptember, Early January, Early May | Pre-ACT exams and Reports/general | Academic Advisor | Principal |
| Schedule and Carry out interventions for 11th grade students close to performance | 11th grade students close to passing will receive intensified intervention | Early SEptember, Early January, Early May | Pre-ACT exams and Reports/general | Academic Advisor | Principal |
| Administer ACT | staff will have summative data to establish school level performance based on Arizona business rules | Last week of March or 1st Week of April | ACT exams and Reports/general | Academic Advisor | Principal |
| Identify and record current performance level of students on -ACT in virtual data den | staff will have summative data to establish school level performance based on Arizona business rules | Last week of March or 1st Week of April | ACT exams and Reports/general | Academic Advisor | Principal |
| Develop performance report for stakeholders | Inform stakeholders of current academic achievement of 11th grade based on school performance and Arizona business rules | First two weeks of June | ACT Reports/general | Principal | Academic Advisor and Leadership teme |
| Publish and Present Performance Report to school boards and stakeholders | Inform stakeholders of current academic achievement of 11th grade based on school performance and Arizona business rules | First two weeks of June | ACT Reports/general | Principal | Academic Advisor and Leadership teme |

Strategy 3.2: **If** we continue to contract with a consultant that is funded through the Comprehensive School Improvement grant to analyze data, instruction, and systems in order to develop professional development plans and system development plans that increase course interest, course relevancy, instructional effectiveness and system improvements that increase student attendance, then staff will be able implement effective services and systems; and student achievement and attendance will improve.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Observation tools will display an improvement in instruction based on established criteria. | I.E Rigor Walk Tool I.E Look and Learn Tool | 22-23 High evidence of standards based instruction with limited evidence of organizing students into effective teams; and little evidence of established systems of monitoring for learning. | 23-24 High evidence of standards based instruction with high evidence of organizing students into effective teams; and some evidence of established systems of monitoring for learning. | 24-25 High evidence of standards based instruction with high evidence of organizing students into effective teams; and high evidence of established systems of monitoring for learning |
| Observation tools will display an improvement in instruction based on established criteria. | Cognia ELEOT Observation Tool | 22-23 No Data Exists | 23-24 Establish baseline based on Cognia 7(letters A Through G) categories of instructionalPerformance | 24-25 PLC will establish 45 day goals based on Cognia Observation tool and IE Tools. |
|  |  |  |  |  |

Indicators: IE Tools - Observation tools will display an improvement in instruction based on established criteria.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Conduct and report baseline data | PLC will have have baseline data to establish 1st 45 day goal of year | First two weeks of school | IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant | Principal | PLC team |
| Provide professional development on changes to Rigor Walk Tool and Look and Learn Tool | PLC will have a rubric to develop 45 goals and carry out instructional planning | First four weeks of school | IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant | Principal | PLC team |

| Carry out weel;y observation using Rigor Walk Tool and Look and Learn Tool | Establish trends, identify strengths and challenges as related to 45 day goal | Weekly | IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant | Principal | PLC team |
|---|---|---|---|---|---|
| Develop PLC topics to improve performance on Rigor Walk and Look and Learn | Instructional changes will occur based on comparing weekly Rigor Walk data and student performance. | Weekly | Virtual Data Den, IE Rigor Walk Tool and IE Look and Learn Tool/School Improvement Grant | Principal | PLC team |

Indicators:        Cognia ELEOT Tool - Observation tools will display an improvement in instruction based on established criteria.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Establish My Journey account and add collaborators | All teachers and principals will have a My Journey and ELEOT account | Mid-September of 2023 | My Journey platform/General | Principal | Cognia representative |
| Principal will receive professional development on using the ELEOT tool | Principal becomes effective in rating instruction base on Cognia expectations. | Early to Mid-October of 2023 | My Journey platform/General | Principal | Cognia representative |
| PLC receives training using the ELEOT tool | PLC team  become effective in rating instruction base on Cognia expectations. | Mid-Late October of 2023 | My Journey platform/General | Principal and/or Cognia Representative | PLC Team |
| Principal and superintendent designee carry out ELEOT observation in conjunction with IE Look and Learn tool | Accurate observation of teachers is conducted based on ELEOT tool and Look and Learn Tool | Early November and then Weekly | IE Look and Learn Tool, ELEOT Tool/General | Principal | Superintendent Designee |
| Teacher is providing coaching based on ELEOT Tool and Look and Learn Tool | Teachers determine instructional change based on Look and Learn nd ELEOT | Early November and then Weekly | IE Look and Learn Tool, ELEOT Tool/General | Principal | Teachers |

Strategy 3.3.: **If** we  Implement a short cycle assessment system that parallels elements of mid-cycle and long-cycle assessments in order to better implement interventions and instructional improvement actions., then instruction will improve to meet industry standards and student performance will improve to increase academic achievement and graduation rate.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT | Pre-ACT and SWS quiz crosswalk | 22-23 No data exists | 23-24  The PLC team will crossw-walk SWS items to the Pre-ACT School mastery set at 70% of Pre-ACT concepts assessed with 70% of students achieving mastery. | 24-25  The PLC team will crossw-walk SWS items to the Pre-ACT |

Indicators:          Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Analyze publicly release Pre-ACT assessment | The PLC team will have a tool that allows the team to to develop SWS short cycle assessments against the Pre-ACT | July of 2023 | 20-21 Pre-ACT/General | Principal | Teachers |
| Determine Structure of SWS short cycle tool | The team will determine a standard format the tool and protocols for the tool. | Late July of 2023 | 20-21 Pre-ACT, PreACT analysis; Bank of sample test items/general | Principal | PLC Team |
| Design SWS short cycle assessments | The PLC team will design the format of the SWS assessment where the Pre-ACT concept is identified along with performance complexity | Day of school mastery based on individual performance | 20-21 Pre-ACT, PreACT analysis; Bank of sample test items/general | Lead Member of PLC Team | Principal |
| Teachers prepare short lessons based on Pre-ACT concepts identified in PLC | Students will become proficient on significant concepts tested within the Pre-ACT | Daily | Teacher developed material/general | English, Math and Science Teacher | Principal |

| Administer SWS short cycle assessments. | Students will take SWS assessment as established by PLC protocols | weekly | SWS assessment/general | Teachers | Principal |
|---|---|---|---|---|---|
| Aggregate cohort data | PLC team will have individual student data and cohort data to make instructional decisions and plan intervention. | at time of individual SWS test event | SWS assessments, Virtual data den/general budget | PLC Teams | Principal |
| PLC discussion of SWS results for 11th grade students and other cohorts with marked challenges. | PLC team will make instructional decisions and plan intervention. | at time of individual SWS test event | SWS assessments, Virtual data den/general budget | Lead Member of PLC Team | Principal |

Strategy 34:   **If** we establish a virtual data den that houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures, then staff will have immediate and anywhere access to relevant school and student data; and student achievement will improve because staff are able to respond quicker with interventions.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Virtual data den will be developed to houses data related to academic performance, sub-group populations, attendance, core value measures, and instructional performance measures. | Virtual Data Den | 22-23 A data den was kept on the inside of the principal's closet door that displayed Pre-ACT Achievement | 23-24 A virtual data den will be maintained on the agencies google drive. | 24-25 A virtual data den will be maintained on the agencies google drive. |

Indicators:        Short cycle assessments are aligned to the concept areas and complexity of the Pre-ACT and ACT.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Establish a shared drive in YPIC google workspace | Staff will access to virtual domain to store and access school and student data | July 2023 | Google Workspace/general | Principal | None |

| | | | | | |
|---|---|---|---|---|---|
| Establish folders for academic performance,, attendance, core value measures, and instructional performance measures, | Staff will have categories for which to store information | July 2023 | Google Workspace/general | Principal | None |
| place data documents inside virtual data den | Data will be available to a stakeholders based on roles within the community. | Continuous | Virtual data den/general | Staff | Pertinent stakeholders |
| Rview data as determined by staff, student, PLC or stakeholder need. | Staff will access data when needed. | Continuous | Virtual data den/general | Staff | Pertinent stakeholders |

Supports

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

| Supports Needed | Supports Provided | Source (school and other organizations) | Effectiveness |
|---|---|---|---|
| Pre-ACT aligned test items to support SWS assessments | Team sharing of resources | PLC Team | Effective to Highly Effective |
| Continuous staff exposure to the virtual data den | Data Den use has been imbedded into PLC | PLC Team | Effective |
| | | | |
| | | | |

## Reporting
### *Implementation Data*

| Strategy/Action | Success | Challenges |
|---|---|---|
| Rigor Walks, Look and Learns, | 1 series of Look and Learn Coaching established; 45 day goals for Rigor Walk Met 3 weeks early. | Data analysis, plan development, attendance intervention, and behavior intervention interrupt and interfere with carrying out effective Rigor Walks and Look and Learns. |
| Pre-ACT aligned Short Cycle Assessment | Weekly short cycle assessments have been given and data entered into virtual den. Successful use in driving next SWS concepts. School consistently achieves 70% mastery or better each week. | There is only a description of Pre-ACT concepts, but no resource that explicitly states the concept category for items. The process of determining Pre-ACT concepts is a PLC activity. |
| Instructional Empowerment Services to Improve Instruction | Two consultants have each made two sight visits where leadership and teachers were trained on next initiatives. | Data analysis, plan development, attendance intervention, and behavior intervention interrupt and interfere with carrying out effective Rigor Walks and Look and Learns. |
| Virtual Data Den established to house easy access attendance and academic information | Virtual data den is established and being used to track progresses of not only student based performances, but also school based performances. | |
| | | |
| | | |
| | | |
| | | |

| Milestone | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| Actions Completed (%) | | | | |
| Actions on Time (%) | | | | |
| Actions Behind Schedule (%) | | | | |
| Resources/Budget Used ($) | | | | |
| Additional Information/Comments | | | | |

**Priority 4** The school must ensure operational compliance to meeting the expectations of the Arizona State Board of Charter Schools and Cognia Standards.

Strategy 4.1: If we conduct quarterly audits using the published ASBCS Assurance Document and Cognia Diagnostic Tools, then the school will operational data to maintain accreditation and students will have greater college and career opportunities.

Strategy Performance Measures:

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| Cognia evaluator will recommend improvements and make a recommendation for potential accreditation. | *E-prove diagnostic-Schools and Systems Candidacy* | 22-23 No data exists | TBD | TBD |
| Cognia evaluator will recommend improvements and make a recommendation for potential accreditation. | *E-prove diagnostic-Assurances for United States School Systems (including ESAs, ESAs with schools, Charter School Authorizers, Corporations, Corporation Systems, Non-Public Systems)* | 22-23 No data exists | TBD | TBD |
| ASBCS Pop in will indicate no operational findings. | ASBCS Assurances and ASBCS Pop in report | 22-23 1 operational finding was identified | 23-24  0 Operational Findings | 24-25  0 Operational Findings |

Indicator: Cognia evaluator will recommend improvements and make a recommendation for potential accreditation.

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Principal and possibly superintendent designee need to be trained on Cognia *Schools and Systems Candidacy* | Principal and identified staff will learn the | TBD | *E-prove diagnostic-Schools and Systems* | Principal | Cognia Evaluator |

| | | | | | |
|---|---|---|---|---|---|
| *Tool* and Cognia *Assurances for United States School Systems.* | process for conducting tools. | | *Candidacy and E-prove diagnostic-Assurances for United States School Systems* | | |
| TBD | | | | | |
| TBD | | | | | |

Indicator:  ASBCS Pop in will indicate no operational findings

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Principal will submit required ASBCS items into the designated Google folder. | Required items are available for review by ASBCS | Mid to late September | ASBCS Pop in notification/general | Principal | superintendent designee and Superintendent |
| Principal and  superintendent designee will use ASBCS assurance tool to conduct an audit of school operations. | Audit will indicate findings that need correction prior to pop in visit | Quarterly | ASBCS Assurances/ General | Principal | superintendent designee and Superintendent |
| Principal and  superintendent designee will implement necessary changes to correct findings. | Findings are corrected prior ot pop-in visit | Quarterly | ASBCS Assurances/ General | Principal | superintendent designee and Superintendent |
| ASBCS Pop in | No findings are identified by ASBCS | Unannounced | | | |

**Supports**

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

| Supports Needed | Supports Provided | Source (school and other organizations) | Effectiveness |
|---|---|---|---|
| Need 23-24 ASBCS Assurance | None Yet | ASBCS | None Yet |
| Need Training from Cognia Evaluators and Representatives | Orientation Training and 1st Meeting with Evaluator Complete | Cognia | Effective |
|  |  |  |  |
|  |  |  |  |

## Reporting
### *Implementation Data*

| Strategy/Action | Success | Challenges | |
|---|---|---|---|
| Quarterly ASBCS internal audit | Using 22-23 audit form to prepare for this year.  All board agendas meet compliance.  Google folder being used to drop information. September 29 activities completed one week early. | ASBCS has not released 23-24 Assurance document. | |
| Initiate Cognia candidacy to become accredited. | My Journey platform was established and Executive Summary Submitted. | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| Milestone | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| Actions Completed (%) | | | | |
| Actions on Time (%) | | | | |
| Actions Behind Schedule (%) | | | | |
| Resources/Budget Used ($) | | | | |
| Additional Information/Comments | | | | |

**Priority 5** The physical safety of the school facility must be improved and school wide strategies that improve the school culture must be implemented.

Strategy 5.1:    *If* we analyze the school facility and surrounding areas for potential safety risks and designate allocations within the budget to carry out actions to improve the facility, then staff, students, and community will be better prepared to prevent and respond to crises.

Strategy Performance Measures: (measuring the **"then"** part of the statement/the adult behavior)

| Indicator | Data Source | Baseline | Target Year 1 | Target Year 2 |
|---|---|---|---|---|
| School Safety | p. 48-51 | 22-23 Conduct safety assessment | 23-24 SRO Officer, Social Worker, Screens, Metal Detectors and mesh backpacks, Coordinated training between agency leadership and school leadership | Internal CCTV system, de-escalation training, physical restraint training |
|  |  |  |  |  |
|  |  |  |  |  |

Indicator:          School Safety

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Seek contracts and establish contract with security service vendor | Have an armed security guard with metal detector at the school | 5/15/23 - 6/15/23 | General Budget-Estimated $36,000 | Safety Committee Chair | Principal, HR, Director, Superintendent, Contracts Manager |
| Seek and contract with a vendor to place a preventative covering over exterior windows and doors | Exterior Windows and doors will have covering that will prevent an intruder from breaking a window in order to gain entrance into the school | 5/1/23 - 8/31/23 | General Budget -Estimated $25,000 | Principal | Safety Committee Chair, Superintendent, Contracts Manager |
| Seek and Contract with an agency to provide social and emotional services | A contract will be established where a social worker will be available for | 7/15/23 - 9/1/23 | School Safety-Social Worker Grant-Estimated $56,000 | Principal | Safety Committee Chair, |

| | | | | | |
|---|---|---|---|---|---|
| | 3 days each school week to provide social and emotional services | | | | Superintendent, Contracts Manager |
| School board will enact a policy requiring students to transition to mesh or clear backpacks, where school pays for cost of mesh backpacks. | Concealing of weapons will be more difficult due to less locations to hide weapons. | 6/30/23-9/30/23 | General-$800 | Principal | Safety Committee, Leadership team, |
| Agency Leadership and School Leadership will meet to discuss and cross train on communications and notifications that need to occur in the event of school emergencies | Discussion and training wil ensure parents, community and business receive accurate and timely information during a school emergency. | 9/8/23-10/28/23 | General | Principal | Superintendent, HR Department, Director, |

Indicators

| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
|---|---|---|---|---|---|
| Improve ERP | staff and collaborators design a program to put the safety measures in place | 8/5/23-8/30/23 | general budget, fliers and posters- demo videos | safety committee chair | principal, HR, director, superintendent, contract manager |
| Consistent Training and Notification of Emergency Procedures | students and staff are aware of mandated drill for various types of threat | 9/1/23-9/15/23 | general budget, fliers and posters-demo videos | safety committee chair | principal, HR, director, superintendent, contract manager |
| Consistent Practice of Emergency Procedures | staff and student practice the drill for various types of threat | 9/15/23-12/15/23 | general budget, fliers, and posters-demo videos | safety committee chair | principal, HR, director, superintendent, contract manager |

| | | | | | |
|---|---|---|---|---|---|
| Increase focus on Code Orange drill | staff and collaborators are able to get everyone to safety within the required time frame with least amount of chaos | 1/5/24-2/5/24 | general budget, fliers, and posters-demo videos | safety committee chair | principal, HR, director, superintendent, contract manager |

**Supports**

List any support(s) provided by the school, state, or other organizations. Identify how the supports were used and how effective the supports were, based on data (include any relevant data in the explanation if it is available).

| Supports Needed | Supports Provided | Source (school and other organizations) | Effectiveness |
|---|---|---|---|
| The attendance coordinator will make sure that most students are present for required trainings. | Attendance coordinator to monitor student absenteeism and security personal for added safety measures. | Collaborators and Safety Committee | Somewhat effective due to the absence of students on any given day of drills |
| Training sessions should be increased for students and staff | More frequent drills and training will be conducted | Collaborators and Safety Committee | Not completely effective due to absenteeism rate. |
| Fliers given out to families | so far no fliers have been designed to be given out to families | Principal and coordinator | Not effective due to lack of family involvement with student |
| CCTV system covering school grounds | CCTV system has not yet been installed | Collaborators and safety committee | Not effective due to no system in place |
| Dedicated counselor/therapist | We currently have Pathways in place for emotionally challenged students | Principal, collaborators | Somewhat effective, due to students not showing up for assigned appointments |

| | | | |
|---|---|---|---|
| Security Officer needs to make sure that all students are checked prior to entering the classroom | Currently we have a security officer who checks students belongings daily when they enter the building | Collaborators and safety committee | Very effective, as the security officer is present everyday during school hours |
| Monitoring perimeter and patrolling the school grounds should be done by staff members on a daily basis | Currently with staff assigned duties, the perimeter and school grounds are patrolled daily during school hours | Principal, coordinator, staff | Very effective as all staff members are patrolling perimeters and school grounds during school hours |

**Reporting**

*Implementation Data*

| Strategy/Action | Success | | Challenges | |
|---|---|---|---|---|
| Reanalyze the Emergency Response Plan | 3 year safety plan developed and most 23-24 actions complete | | Coordinating time with agency leadership to cross train on school to agency activities. | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Milestone | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|
| Actions Completed (%) | | | | |
| Actions on Time (%) | | | | |
| Actions Behind Schedule (%) | | | | |
| Resources/Budget Used ($) | | | | |
| Additional Information/Comments | | | | |

**Strategies and Actions that will continue:**

1. Continually crosswalk instruction, curriculum, and student tasks to Arizona standards.
2. The assistant to the principal and principal will carry out orientation of new students that plan for in-person enrollment.  The principal leads a student team orientation session that focuses on developing student agency, analyzing the staff core values of the school, and the primary policies that are violated most frequently by students.  Students are provided the option to attend in-person or receive service through an on-line platform.  The principal is permitted to assign students on-line platforms only based on behaviors demonstrated at orientation.
3. Staff are available for intervention after school and on weekends to recapture attendance, catch-up on school work, or receive tutoring.
4. Site administrator makes home visits for excessive absent students.
5. The school still offers proficiency exams in lieu of achieving course credit through seat time.Student council provides every student that makes A honor roll with a $25 gift card and performs a drawing for A-B honor roll.

6. Teachers permit students that have perfect attendance to be excused from taking finals each quarter.
7. Staff receive ongoing professional development on building student teams, student agency and student relationships.

**Community Partnerships**

1. Yuma County Juvenile Courts
2. Southwest Technical Education District of Yuma (STEDY)
3. Arizona Western College (AWC)
4. Yuma Southwest Contractors Association (YSCA)
5. Jay's Party Supply
6. Weld Like a Girl
7. Small Business Development Center (SBDC)
8. The Yuma SHINE Leadership Academy
9. Az@Work
10. Goodwill of Yuma
11. Pathways of Yuma
12. Fostering Hope Yuma (FHA)
13. Instructional Empowerment