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of School Commissioners

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Chief Executive Officer

School Year 2024-2025

**Charter School Comprehensive Title I Schoolwide
Plan for the use of Title I Funds**

School Number: 262

School Name: The Empowerment Academy

Principal: Ashley L. Moore

Operator: Empowerment Inc.

School Title I Point of Contact: Ashley L. Moore/Ariella Hopp

Assigned DMC Title I Specialist: Tray Harris

School Website with FY24 Title I Plan posting:

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I. Component 1: Comprehensive Needs Assessment (CNA): *To ensure that a school’s comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment of the entire school that considers information on the academic achievement of children in relation to the challenging State academic standards. (ESEA section 1114(b)(6)).*

a. Data Sources

(1) **Identify** at least 3 sources to ensure triangulation of the data

(2) **Attach** actual data reports at aggregate level

Literacy	Math	Other: (Student Wholeness, College and Career Readiness, Science, Social Studies, etc.)
Amplify (TRC and DIBELS)	iReady	Community Schools Needs Assessment
iReady	MCAP	School Report Card
MCAP		Surveys (Added at a later time due Survey window still being open)
		Social Studies MCAP
		Science MCAP
		Climate Data

b. Identified Prioritized Needs for SY24-25: *Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant academic achievement data to understand students’ most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)).*

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program Non-Regulatory Guidance, September 2016)

	What is the <i>Area of Need</i> and why was it selected?	Data to Support	What is the root cause of the identified need?
Literacy:	<ul style="list-style-type: none"> - phonics - vocabulary - comprehension of informational and literary texts 	<p>As of the MOY iReady results: 17% of students are performing below grade level in Phonics. 34% of students are performing below grade level in vocabulary. 66% of students are performing below grade level in comprehension of literary and informational texts. Overall... 67% of our student population in grades k-8 are performing below grade level in reading. 2023 MCAP Results: 34% Proficient and Distinguished Learner 59% Developing Learner 7% Beginning Learner</p>	<p>Students are having a hard time mastering phonetic sounds, spelling patterns, and vowel teams before moving onto more complex skills such as reading fluently and reading to comprehend a text. Without mastery in phonics, students are also having a hard time understanding vocabulary in and out of context. There is a need for supplementary phonics curriculum to improve explicit phonics instruction.</p>
Math:	<ul style="list-style-type: none"> - Numbers and Operations (Fluency) - Algebra and Algebraic Thinking - Measurement and Data - Geometry 	<p>As of the MOY iReady results: 75% of students are performing below grade level in Numbers and Operations 78% of students are performing below grade level in algebra and algebraic thinking 81% of students are performing below grade level in Measurement and Data 83% of students are performing below grade level in geometry Overall... 86% of our student population in grades K-8 are performing below grade level in mathematics. 2023 MCAP Results: 7% Proficient Learner 58% Developing Learner 8% Beginning Learner</p>	<p>Misalignment with standards, curriculum, and assessment tools. Overall scope and sequence does not allow for topics to be taught and mastered evenly across the year. There is also an issue with matersing prerequisite skills. This limits progress that students can make on diagnostic assessments. Gaps in the curriculum between grade levels are also hindering student performance in Numbers and Operations/Fluency, Measurement and Data and Geometry.</p>

<p>Other: Student Referrals/Suspension Rate</p>	<p>Reduction of referrals for insubordination, class disruptions, and disrespect. Students are in need of more Social/Emotional Support. Student behavior/referrals is impacting the students ability to become academically and personally successful and maintaining a safe learning environment. Reduction of suspensions at the upper elementary and middle school levels due to physical altercations. Students are in need of Social/Emotional support strategies that provide an outlet for them to express their feelings in a safe way that produces positive outcomes.</p>	<p>School Climate Data (13 suspensions in the 2023-2024 SY)</p>	<p>At times, students are not fully engaged in lessons and or activities leading to poor classroom management. Smaller issues that arise are also not communicated or resolved which leads to bigger issues. Lingering issues result in large scale problems. Student referrals are at higher rates due to not always following the disciplinary levels on the Code of Conduct. Students are lacking social/emotional coping skills to be able to handle anger issues or negative conversation/interaction with others.</p>
<p>Other: Attendance</p>	<p>There was a 93% attendance rate during the 23-24 SY. Absences/tardies were consistently present amongst the same students time and time again.</p>	<p>School Climate Data Attendance Report</p>	<p>Attendance issues arise as a result of parents not bringing their child to school on time. Most of our tardy and absent students are below the age of 10, meaning that we must continue to work with parents to ensure that students are here on time for school each day. There was an improvement form last year to this year, but it is evident that we must</p>

II. Component 2: Schoolwide Reform Strategies:

- *The Plan describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by **addressing the needs identified in the comprehensive needs’ assessment.***
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to **provide a well-rounded education.** (ESEA section 1114(b)(7)(A)(ii)).*
- *Note that all Title I funded purchases [including positions] must be an ESSA evidenced-based strategy intervention or goal or in support of an ESEA evidence-based strategy, intervention or goal. [See [Guidelines for Federal Spending for more information](#)]. Please ensure all Title I allocations for FY24 are included in some capacity in the goals/strategies below –*

example: Literacy Goal – Improve literacy outcomes on DIBELS assessment through the use of Wilson Language Program. Title I funds will support Teacher Elementary implementing Wilson program as well as supplemental supplies associated with implementation.

a. Statement of Goals:

Literacy:	By the end of the 2023-2024 school year 80% of all students grades K through 8 will be at or above grade level in reading.
Math:	By the end of the 2023-2024 school year 65% of all students grades k through 8 will be at or above grade level in math.
Student Referrals and Suspension	By the end of the 2024-2025 school year the suspension rate of students will decrease to 0.
Attendance	By the end of the 2024-2025 school year, we will reach an overall attendance rate of 96%.

b. Identification of Strategies:

- *The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)).*
- *The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).*
- *To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results.*

Evidence-Based Strategy 1: ELA Data-Driven Targeted Instruction/ Reading Intervention

Person(s) Responsible: Principal, Assistant Principal, Teachers, Reading Interventionist, ParaProfessionals

Timeframe: 2024-2025 School Year

<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Data-Based Targeted Instruction requires the teacher to analyze assessment data from assessments such as iReady, Amplify and MCAP to plan for instruction that covers prerequisite skills needed to master grade level skills and to provide differentiated instruction. Differentiating instruction will allow teachers, paras, and the reading interventionist to meet individual student needs.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?</p>	<p>Data-Based Targeted Instruction provides meaningful, and engaging activities for learners of all levels. Using data to drive instruction will allow for meaningful instruction within students' current zone of proximal development to take place. Through modeling and following a gradual release process, students will be given the opportunity to access and enhance knowledge at their instructional level. The use of data will allow all persons responsible to target students specific areas of reading (phonological awareness, phonics, vocabulary, fluency and comprehension) needs. This strategy will support students in meeting their typical growth goals on iReady and enhance their performance on the state MCAP standardized assessment.</p> <p>iReady and Amplify (DIBELS and TRC) will support this strategy through the use of consistent lessons, progress monitoring and benchmark assessments to monitor student progress.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Amplify Diagnostics, iReady Reading Diagnostic Assessments, 2025 Spring MCAP results</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>The reading interventionist position will be needed for successful implementation of accessing students' differentiated learning needs. The reading interventionist will need to use resources from the Wonders curriculum as well as link instruction to iReady reading lessons that provide differentiation and support students current area of need within any of the key areas of reading: phonological awareness, phonics, vocabulary, fluency and comprehension.</p>
<p>Evidence-Based Strategy 2: Math Data-Driven Targeted Instruction/ Math Intervention Person(s) Responsible: Principal, Assistant Principal, Teachers, Math Interventionist, Paraprofessionals Timeframe: 2024-2025 School Year</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Data-driven targeted instruction includes diagnosing student needs, grouping students for instruction, organizing lessons based on an identified framework, planning rigorous mini lessons, teacher modeling, providing students with meaningful feedback, and empowering students to think critically and personally about the math instruction and lesson. All of these targeted practices will allow teachers, paraprofessionals, administration and the math interventionist to meet the needs of the lowest-achieving students by monitoring progress and teaching and reviewing prerequisite skills for students to demonstrate academic growth and meet our goals.</p>

<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?</p>	<p>Data-Based Targeted Instruction provides meaningful, and engaging activities for learners of all levels. By incorporating the use of manipulatives and other resources, students will be able to solve and make connections to real life application problems. Using data to drive instruction will minimize time spent on planning and teaching lessons that are not geared towards students' learning needs and abilities.</p> <p>iReady and MobyMax will support this strategy through the use of consistent lessons, progress monitoring and benchmark assessments to monitor student progress.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>iReady Math Diagnostic Data, 2025 Spring MCAP data</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>The math interventionist position will be needed to target specific student and teacher needs. The math interventionist will use resources from iReady lessons and MobyMax and link to lessons in the math curriculum that provide differentiation and support students in the areas of Numbers and Operations (Fluency), Algebra and Algebraic Thinking, Measurement and Data and Geometry. Having parent workshops aligned to math and data will also increase the home-school connection with meeting the school's math goals/</p>
<p>Evidence-Based Strategy 3: SEL-Development Self-Awareness and Self -Management Strategies Person(s) Responsible: Principal, Assistant Principal, Teachers, Para Professionals, School Counselor, School Social Worker Timeframe:2024- 2025 School Year</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Self-Awareness and Self-Management Strategies will allow all students to understand their feelings/emotions and also allow students to recognize the feelings/emotions of others. Students who have been referred and/or suspended at times show repeated behaviors and receive similar consequences. The use of counseling sessions and lessons, SEL lessons, and behavior systems in place will help in supporting students express their feelings in other ways than fighting, lashing out, causing disruption to classmates and insubordination. With engaging lessons and class routines in place, students will be able to be held to high expectations from the start of the year. From students who show signs of needing SEL support, teachers can reach out to school counselors and social workers to find support for students. In class SEL lessons either separate and/or embedded into daily lessons can also support all students in understanding and dealing with emotions in a positive manner.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time,</p>	<p>These strategies will help to strengthen relationships amongst students and their peers, students and their teachers as well as students and their families. These strategies will also help to diminish the amount of time correcting behaviors and time students spend in the office. This means teachers will</p>

<p>and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education? What ESSA Evidence-based strategy will it support?</p>	<p>have more time focused on rigorous rich instruction instead of correcting behaviors. Strategies for SEL will also help to enhance the school culture allowing students to engage in friendly conversations and relationships. SEL programs such as “Character Counts” will be used to support the overall goal of decreasing suspensions and office referrals by teaching students about their feelings/emotions and how to handle situations of confrontation or disagreements.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Climate Data and School Surveys</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>N/A</p>

<p>Evidence-Based Strategy 4: Data-Driven Attendance Rate Strategies/Incentives Person(s) Responsible: Principal, Assistant Principal, Teachers, Para Professionals, School Counselor, School Social Worker, School Family Council Timeframe:2024- 2025 School Year</p>	
<p>Explain how this strategy will provide equity and opportunities that address the learning needs of all students in the school, particularly the needs of the lowest-achieving students.</p>	<p>Daily attendance and being on time to school is crucial to student success. In order for students to learn grade level content and master the grade level standards, students need to be present each and every day. By incorporating strategies and incentives to increase the attendance rate, daily attendance should increase and late arrivals should decrease. There is also a correlation between attendance and performance amongst our low-achieving students. Students who are here daily, pickup new skills more quickly than those students who miss repeated days of school and a number of days over time because they are present for daily instruction and small group time.</p>
<p>How will this strategy strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education?</p>	<p>By incorporating the use of daily strategies and incentives for attendance, the overall programming of the schools will be strengthened significantly. With a higher attendance rate and decreased late arrivals, teachers will be able to continue to follow curriculum and lessons as planned without having to always reteach concepts to the class because of poor attendance. This will also increase the amount and quality of instruction and instructional time because students will be able to show full participation in learning during whole group instruction, receive quality differentiated small group instruction and have their individual learning needs met because they will be present for the duration of the lesson and all activities to ensure students learn and apply new skills. Increased attendance will allow students to</p>

<p>What ESSA Evidence-based strategy will it support?</p>	<p>show their true capabilities and knowledge without there being any gaps in learning. This will also lead to an increase in performance and will allow students to reach our overall goal in ELA (75% on or above grade level) and in Math (50% on or above grade level). Attendance will also support our long term goal of reaching 100% of all students on or above grade level in ELA and Mathematics.</p> <p>The use of “Attendance Works” strategies will support our goal of decreasing absenteeism and daily tardiness.</p>
<p>What benchmarks will be used for program evaluation?</p>	<p>Daily Attendance Data, Climate Data, School Report Card</p>
<p>What Title I funded resources [positions and/or supplies/vendors] are needed for implementation?</p>	<p>N/A</p>

III. Component 3: Parent, Community, and Stakeholder Involvement

(Attach documentation [Sign-ins, notes, flyers, agendas, handouts, etc. for each activity in support of the stakeholder engagement and input])

- *Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.*
- *The plan must be made available to the local educational agency, parents, and the public and is in an understandable and uniform format and, to the extent practicable*, provided in a language that the parents can understand. [Sec. 1114(b)(4)]*
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Type(s) of Engagement	Stakeholders	Date(s) of engagement
Back to School Night	Board Members, Administration, Community Members, Staff, Parents/Guardians, Students	September 2024
School Budget/Tile 1 Meeting	Administration, Community School Coordinator, Staff, Parents/Guardians, Students	September 2024/January 2025
School Family Council (SFC)	Administration, Community School Coordinator, Community Members, Staff Members, Parents/Guardians, Students	Monthly(October 2024-May 2025)
Parent Workshop Series (Ex:Understanding ADHD, Financial Literacy)	Administration, School Counselor/Social Worker, Community School Coordinator, Staff Members, Parents/Guardians	Monthly (October 2024-May 2025)
Family Sessions/Nights (Reading, Math, STEM,Test Taking Strategies,	Administration, School Counselor, Staff Members, Parents/Guardians, students	Monthly (October 2024 to April 2025)

High School Choice, Feedback, Art, etc.)		

- *A school operating a schoolwide program shall develop (or amend) a comprehensive plan that is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan including teachers, principals, other school leaders (including administrators of programs), paraprofessionals, the LEA, tribal organizations, if applicable, specialized instructional support personnel, technical assistance providers (secondary), school staff, others determined by the school [Section 114(b)(2)]*

IV. Component 4: Coordination with other Federal, State, and Local Services, Resources, and Programs. [Sec. 1114(b)(5)]: *If appropriate and applicable, the plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).*

The budget development process satisfies this requirement. Please attach the school's FY25 School Composite Report.