2020–21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dr. Lewis Dolphin Stallworth Sr. Charter School	Gayle Stallworth, Executive Director	Gstallworth@stallworthcharter.org

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Dr. Lewis Dolphin Stallworth Sr. Charter School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
Stallworth Charter School Board of Directors (Board) consented on a focus team consisting of administration, hired consultants and teacher collaboration to developed a plan to address the needs of the LEA's academic status. The focus team decided to implement a Tier I intervention plan, to monitor that plan, and evaluate its effectiveness. The CSI consist of using an experimental research-based framework appropriate for the LEA environment.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

The LEA has arranged a focus group that evaluated the past results of students' performance across grade levels using the 2018-2019 SBAC and 2019-2020 internal NWEA Map assessment. The purpose was to determine an intervention for schoolwide expected outcomes based on the needs of the students. The team realized that many students within the program scored at levels of ones (1s) or twos (2s), which indicates a score of not met or nearly met standards. The scores were in the content areas of English Language Arts (ELA), Mathematics (Math), which a large amount existing within the

English Language Learners (ELL) population. The ELL population is more than 50% of the school's population of students. The team determined that internal experimental research on instructional methods that benefits all students and students' culturally specific needs were needed for schoolwide improvement. The team also agreed that the research experimental methods needed targeted groups to study its effects on students' performance. Out of a total of two hundred forty-four students, the team decided to focus on a total one hundred five (105) students, which is 43% of LEA student body.

Research is based on the methods of Dr. R Marzano (Classroom instruction), Dr. RC Anderson, Dr. Carol Ann Tomlinson (Differentiated Instruction) and more using the most current research. The research is specific to blended and online learning programs such as NWEA MAP assessment program and literacy programs such as Achieve3000 (SmartyAnts), which are leveled and adaptive to the individual students' needs. These programs use five (5) best practices to engage the student, ensure continuity between home and school, share teacher resources, empower with timely feedback, and user-friendly tools that are integrated with the most common programs like google classroom, schoology, clever, canvas, etc.

The LEAs unique needs offers these programs to students to address their specific Lexile levels to differentiate instruction while providing opportunities for independent reading, writing, and learning beyond their independent assigned work. It combines students current reading with grade level instruction adjusting the complexity when skills increase. Students are first assessed using a universal screener for comprehension and non-fiction text by MetaMetrics, the makers of the Lexile framework. Next, the students will receive grade-level content instruction, formative assessments based on their profile needs. The programs keep the teachers and administrators informed of their progress to monitor for needed intervention. (Tomlinson, 1999, 2004). The same concept applies to the Math programs.

The experimental design is framed to investigate three different groups across four grade levels using unified research-based strategies to improve performance. Students were assigned to two (2) intervention conditions: the treated group which is 43% of the LEA student body and the control group which is 57% of the LEA student body. The students were further divided randomly into three (3) groups within three (3) subject areas consisting of thirty (30) students having intense intervention in an ELL specific curriculum, fifty (50) students having intense intervention in an ELA specific curriculum, twenty-five (25) students having intense intervention in a math specific curriculum.

The process of this CSI plan is:

1. Gather the results from NWEA Measures of Academic Performance (MAP) and 2018/19 SBAC of currently enrolled students in grades 1st, 3rd, 5th, and 7th.

2. Determine the grade levels in the content area of ELA & Math. Exclude 1st graders from the ELA intense intervention; targeted only students in grades 3rd, 5th, and 7th.
3. Have teachers and administrators analyze the data collaboratively and determine the specifics of the intervention plan for the targeted groups based on best practices.
4. Teachers implement the research-based strategies designed to increase students' performance within their specific needs.

The intervention of the CSI plan includes:

1. **ELA intervention includes**:

   a. 30 minutes of Achieve3000 focusing on vocabulary and phonic skills, within their reading.

   b. 30 minutes of instruction for comprehension and fluency.

   c. 30 minutes of instruction for writing conventions and grammar.

   d. 30 minutes of a computer based supplemental program using Flocabulary,

   e. 15 minutes of silent reading for grades 3rd, 5th, and 7th.

   (These totals two (2) hours of intervention)

2. **Math intervention includes**:

   a. 30 minutes of a computer-based program called WOWZERS, a supplemental instructional program

   b. 15 minutes of engaged instructions

   c. 45 minutes of intense (fun) practice and projects,

   d. Practice includes Flocabulary, and small groups

Monitoring the performance:

The team has scheduled a bi-weekly collaborative meeting to analyze the results and chart the progress looking for patterns, challenges, and growth. The program monitors:

ELA

· running records for fluency and word identification

· writing according to the SBAC rubric to assess grammar and structure

· vocabulary and Lexile movement using the results from Achieve3000, SmartyAnts, and Flocabulary

Math

· Symbols recognition using Flocabulary and curriculum made assessments

· Vocabulary and meaning using WOWZERS, Flocabulary

· Computation using WOWZER and Savvas assessments

· Word Problems using curriculum made assessments and SBAC samples

(*supplemental materials and or software will be added as needed*)

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at **LCAPreview@cde.ca.gov** no later than **October 31, 2020.**

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at **LCAPreview@cde.ca.gov** no later than **October 31, 2020.**

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.

California Department of Education
September 2020