Idea Victory School

2023-24

Schoolwide Improvement Plan (SIP)

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Idea Victory

11612 N NEBRASKA AVE, Tampa, FL 33612

https://ideapublicschools.org/our-schools/idea-victory/

School Board Approval

This plan was approved by the IDEA Public Schools Florida County School Board on 9/5/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

IDEA Public Schools is a tuition-free, open enrollment K-12 public charter school district with the mission to prepare students from underserved communities for success in college and citizenship. IDEA exists to close the achievement gap and ensure students are prepared for success in citizenship and college.

Provide the school's vision statement.

IDEA's ultimate goal is to develop a diverse student body prepared for, accepted to, enrolled in and graduated from college. To date, two-thirds of IDEA graduates have been the first in their families to attend college. This fundamentally changes the trajectory of each student's life. IDEA is proving that through an evidence-based, individualized learning program and scalable school model, we can broaden our impact while continually improving student achievement.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Spann, Latoya	Principal	1) Lead School Culture Systems: set the vision for school culture, and build and maintain strong schoolwide systems to ensure that vision becomes a reality. Ensure all teachers are proficient in building positive student relationships, creating effective classroom routines and procedures, reinforcing positive behaviors, and responding consistently and effectively to misbehaviors. Coach and train teachers to master these skills, and you will coach and develop other leaders to do the same so that you can drive this work through your lead team. 2) Lead Instructional Systems: Build and maintain strong schoolwide systems to ensure all teachers internalize their content, deliver high quality first instruction, and analyze data in order to implement strategic adjustments and interventions that increase student learning. Coach and develop other instructional leaders to do the same and drive this work through your instructional lead team.
Goodwin, Jamelle	Administrative Support	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

IDEA Victory provides opportunities for parents to give input through monthly coffee and conversation sessions for grades K-4. In grades 6-8, parents are invited to Parents and Pastries every other month. Parents provide input during Parents and Pastries. Additionally, parents provide input by participating in the end of year survey. This data is shared with staff to identify areas of improvement.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored quarterly during progress towards goals sessions. Additionally, lead team members inclusive of principals, assistant principals, school counselors, social workers, and assistant principal of operations will monitor the SIP mid quarter.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	98%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	47	60	46	32	0	0	61	46	0	292
One or more suspensions	0	1	0	2	0	0	25	35	0	63
Course failure in English Language Arts (ELA)	1	1	1	1	0	0	0	15	0	19
Course failure in Math	3	2	5	4	0	0	0	1	0	15
Level 1 on statewide ELA assessment	0	0	0	45	0	0	46	42	0	133
Level 1 on statewide Math assessment	0	0	0	31	0	0	23	33	0	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	3	3	5	0	0	18	26	0	58

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	3	14	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38		53			55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	48		55			42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*			52			54			
Social Studies Achievement*			68			59			
Middle School Acceleration			70			51			
Graduation Rate			74			50			
College and Career Acceleration			53			70			
ELP Progress			55			70			

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	117
Total Components for the Federal Index	3
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL	29	Yes	1	1
AMI				
ASN				
BLK	40	Yes	1	
HSP	36	Yes	1	
MUL				
PAC				
WHT				
FRL	37	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	37	Yes	1	
ELL	45			
AMI				
ASN				
BLK	38	Yes	1	
HSP	53			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	47			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			48								
SWD	31			38							3	
ELL	30			38							3	
AMI												
ASN												
BLK	39			49							3	
HSP	35			47							3	
MUL												
PAC												
WHT												
FRL	34			48							3	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students												
SWD	27	46	0	33	42	0	0	0	0	0	0	
ELL	34	54	41	37	53	36	0	0	0	0	0	
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	33	47	20	27	47	53	0	0	0	0	0	
HSP	42	64	56	41	60	50	0	0	0	0	0	
MUL												
PAC												
WHT												
FRL	36	55	46	30	51	50	0	0	0	0	0	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Third grade ELA showed the lowest performance. There was an alignment concern with curriculum content and the F.A.S.T. assessment. After reviewing data for special populations, students with disabilities scored lower compared to other student populations.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Seventh grade ELA showed the greatest decline. The 7th grade ELA teacher's instructional capacity was limited, and she was not receptive to feedback which resulted in a mid-year resignation.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Third grade ELA had the greatest gap when compared to the state average. There was a 17-point difference.

Which data component showed the most improvement? What new actions did your school take in this area?

Sixth grade math demonstrated the most improvement. We altered the scope and sequence within units to build more curriculum alignment with state standards and differentiated instruction through small group teaching.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is the quantity of suspensions. As a school, we need to prioritize early interventions and preventive measures to ensure students are set up for success to attend school. Another area of concern is average daily attendance. 292 students from the 22-23 school absences exceeded 10%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

ELA Growth, Math Proficiency, ADA, Family Engagement, & an Effective Behavior Support Plan

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we examined our EWS, the data for out of school suspensions stood out as a high priority.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

IDEA Victory will attain a 10% decrease in out of school suspensions by the end of the school year as measured by data in Focus.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

During weekly tacticals, leaders will enter and report the number of referrals and suspensions for that grade level.

Person responsible for monitoring outcome:

Latoya Spann (latoya.spann@ideapublicschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

IDEA Victory has created school-wide behavior support plans using the RTI/MTSS tiered process. Some strategies include teacher mediation, restorative practices, PBIS, and check-in and check-out systems.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

IDEA Victory has chosen these strategies based on the strategies ability to allow shifting from punishment to reflective learning, raising student awareness of how their actions caused the problematic situation, and community participation to begin the healing process.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide professional development for staff on restorative practices.

Person Responsible: Monique Head (monique.head@ideapublicschools.org)

By When: September 27, 2023

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

As we examined our 2022-2023 F.A.S.T. data, our gap analysis indicated that there was a 15.8% difference from our ELA data and the state's average. We landed at 37% and the state's average was 52.8%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

IDEA Victory will increase ELA scores by 10% as measured by the PM 3 assessment of F.A.S.T.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

IDEA Victory scholars participate in daily exit tickets, small scale assessments that demonstrate mastery of Florida benchmarks. In addition, leaders conduct data dives with teachers to examine areas of opportunity/learning gaps in scholars.

Person responsible for monitoring outcome:

Monique Head (monique.head@ideapublicschools.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

IDEA Victory will utilize targeted teacher support and coaching. This will include support with lesson internalization, classroom observations, real time coaching, observation feedback conversations, and follow up observations. Also, collaborative planning between Gen Ed and ESE teachers will occur with both lesson internalization and lesson implementation with a focus on bottom quartile/ESE students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

During the last school year, our curriculum did not support state benchmarks, so coaching and support this school year will center on teacher implementation of lessons that should target student mastery of state benchmarks. Also, our end of year F.A.S.T. data for special populations trended lower than the general population.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify individual teacher needs based on data (develop a tiered coaching support plan), prioritize supports (design and follow a strategic coaching schedule), and provide coaching support on highest leverage practices (create and use a support log to document focus, frequency, and method of coaching support).

Person Responsible: Latoya Spann (latoya.spann@ideapublicschools.org)

By When: September 2023

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

After reviewing our data, we met to determine the best use of funds based on our F.A.S.T. data. We have determined that we will utilize funds to hire a literacy coach.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

IDEA Victory will utilize Direct Instruction as an instructional model to support students at Tier 2. Direct Instruction is a evidence-based proven effective model to provide basic skills (e.g., phonics, fluency, and basic comprehension) to students achieving below grade level.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

IDEA Victory will utilize Direct Instruction as an instructional model to support students at Tier 2. Direct Instruction is a evidence-based proven effective model to provide basic skills (e.g., phonics, fluency, and basic comprehension) to students achieving below grade level.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

By PM 2, 60% of students will be on grade level in the Direct Instruction program. By PM 3, 100% of students will be on grade level in the Direct Instruction program.

Grades 3-5 Measurable Outcomes

By PM 2, 50% of students will be on grade level in the Direct Instruction program. By PM 3, 100% of students will be on grade level in the Direct Instruction program.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Lesson progression data will be monitored by teacher managers. Mastery test data will monitored and shared during weekly PSS calls.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Spann, Latoya, latoya.spann@ideapublicschools.org

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

IDEA Victory will incorporate resources from the University Of Florida Literacy Institute to support learners who are performing significantly below grade level and not responding to Tier 2 interventions in grades K-2.

IDEA Victory will incorporate iReady resources such as Tools for Instruction for students who are performing significantly below grade level and not responding to Tier 2 interventions in grades 3-5.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Students engaged at Tier 3 intervention services need support in developing proficiency in the foundations of reading. Therefore the Direct Instruction program, coupled with UFLI resources will close the gap. These practices are aligned with the B.E.S.T. ELA Standards for Foundational Skills attainment.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Teachers will receive training from the literacy coach on how to integrate the UFLI resources into their instructional sequence.	Spann, Latoya, latoya.spann@ideapublicschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school-wide Meet the Teacher Night will serve as our annual Title 1 meeting. During this meeting the SIP will be publicly shared with the school community. We will provide an opportunity for the community to give input and feedback on the plan as presented. The data gathered from this meeting will be incorporated into the plan. Additionally, the SIP will be available for review in the main office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Proactive parent communication
1. Use of REMIND to make at least 5 positive phone calls every week
2. weekly updates to families
3. Campus sends a weekly parent newsletter
4. Proactive use of social media to give parents a look inside the school day
5. School events where families are invited to be in the building with their student and the staff
6. Every campus has a School communication flow chart to inform parents of who to call for any issue they are facing
7. expectations to have a 24 hour response rate from every staff member at the campus
Community engagement:
1. social media also gives the community a look inside out schools
2. specific community partners who provide additional services to parents and students to enhance their experience

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Our school plans to adjust our academic schedule to provide an accelerated instruction option for scholars whose data shows that they are ready to learn more rigorous content. iReady reading and math Tools for Instruction is being leveraged to ensure that scholars receive targeted small group instruction based on their data

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

• Every school is required to have a licensed mental health professional
• Community partnerships to provide more intensive counseling and support services to students and families- specific contracts with community licensed mental health providers

• Use of a common curriculum that is aligned to the FLA resiliency standards in every school to build students skills in emotional intelligence

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Middle school students complete an Internet-based Career and Education Planning course that includes research-based assessments to help them determine and finalize their academic and career goals. The course must result in a personalized plan that covers graduation requirements, scholarship opportunities, admission requirements, and ways to earn college credit. It emphasizes entrepreneurship and employability skills and is designed to help students plan for their future success. Students at IDEA will take this course in 8th grade using Xello, an online college and career planning platform. Students will complete the required curriculum and course requirements every Friday during their Spanish course for the entire academic school year.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

• Each school implements a standardize curriculum aligned to FLA resiliency standards
• Each school has a preventative, positive tier 1-3 behavior plan
• Each school has a point person responsible to make sure we are using a tier system of interventions with students for behavior and/or academics- Response to Intervention. A referral system is in place
• School leaders get training and coaching on how to implement tiered behavior support systems, data is tracked and managed to see improvements or gaps that need to be filled

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All teachers of grades Kindergarten through 8 engage in New Teacher Institute, which is designed to introduce the teacher to the systems and processes of the school as well as introduce the teacher to the course(s) they will teach. Teachers unpack the curriculum in preparation for teaching, internalize units of instruction, and plan lesson delivery. In addition, teachers engage in webinars every two weeks that are led by a content expert. During these webinars, teachers collaborate with others teaching the same course, plan for upcoming lessons, and review assessment data to make instructional decisions. One time per quarter, teachers engage in professional development led by a content expert with a focus on preparing for the upcoming quarter of instruction. They unpack units of study, analyze assessments, and engage in backward planning to inform daily lesson plans. On a daily basis, teachers receive instructional coaching from campus-based staff with a focus on content pedagogy and data informed practices.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	100	7835 - Idea Victory	General Fund		$3,000.00
			Notes: Stipends for teachers to lead training on restorative practices.			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$80,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	7835 - Idea Victory	General Fund	1.0	$80,000.00
			Notes: Literacy Coach			
					Total:	$83,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No