

The School District of Lee County

Bonita Springs Charter School



2023-24

Schoolwide Improvement Plan (SIP)

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Bonita Springs Charter School

25380 BERNWOOD DR, Bonita Springs, FL 34135

www.bonitaspringscharter.org

School Board Approval

This plan was approved by the Lee County School Board on 9/26/2023.

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.

Inspiring Students to Lead and Succeed

Provide the school's vision statement.

At Bonita Springs Charter School we are committed to developing our students into balanced individuals that feel valued, empowered, and are provided academically challenging instruction to be prepared to engage in and transform their local and global communities through student leadership opportunities. Our approach also includes extra-curricular programs, student leadership teams and opportunities that help students develop intellectually, emotionally, physically and creatively.

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
Carroll, Carissa	Principal	Oversees all higher-level operations in our school. Creates a safe learning environment and sets performance goals both for students and teachers, and oversees the process so that those goals are attained. Supervision of teachers and education staff to keep track of student performance all while ensuring that our school facility remains safe for students and faculty by planning regular maintenance of school grounds and equipment and maintaining strong security features for the wellbeing of all students and team members. Researches and acquires new materials and resources to improve the experience of both students and teachers.

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.

The School Advisory Council (SAC) is a team of people representing various segments of the community—parents, teachers, students, administrators, support staff, business/ industry people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget. We add all candidate information to our SAC Ballot during voting years after a two year term for stakeholders that will then be going to all teachers, students, parents to vote for the specific position open as per the SAC Bylaws Section 1001.452(1)(d) of Florida Statutes

(2020) stating each school advisory council shall adopt the bylaws establishing procedures.

We have 2 elected parent representatives, 2 elected middle school student representatives, 3 elected teacher representatives, 1 elected non-instructional support staff representative, 2 recommended community representatives and the Principal who serve on our SAC.

Bonita Springs Charter believes that the involvement of stakeholders in the education of children is essential. The BSCS PTC (Parent Teacher Cooperative) is structured in a manner that respects the importance of time with family, engagement in the school community, and the opportunity to enrich the programs of the school for students. The PTC is the team structure for events, engagement in the school community and enriches the programs of the school for students.

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))

Students receive targeted instruction in core academics during a specific block of time. Students are grouped based on their various levels of performance on grade-level standards. The groups are adjusted accordingly based on formative assessment data to ensure students continuously receive personalized instruction. For example, students that are below grade level may receive remedial instruction focused on foundation or comprehension skills, while novel studies or vocabulary application may be the focus for students on grade level.

Students who have been identified as having substantial reading deficiencies, as defined by FL Rule 6A-6.053, receive targeted, intensive instruction during a specific intervention time block. They are grouped based on their various levels of performance within the domains of reading and are instructed based on those targeted skill gaps. The groups are adjusted accordingly based on screening, diagnostic and progress-monitoring data to ensure students continuously get the support they need.

In middle school, students who need remediation as determined by their performance on state and/or interim assessments will receive intensive instruction through intensive reading support during a double ELA block, a push-in/pull out model or a separate intensive reading course, in addition to their scheduled English Language Arts or Mathematics course. Students are grouped based on their various levels of performance and targeted skill gaps. Throughout the class, groups are adjusted based on formative and progress monitoring data to ensure students continuously get the support they need. Small group instruction and research-based instructional strategies for intervention.

Bonita Springs Charter uses a Response to Intervention model based on Multi-Tiered System of Supports to provide high quality instruction and interventions matched to the needs of each individual student. This model is aligned with all federal and state laws to ensure all students make appropriate learning gains. Each student's performance will drive future instructional decisions. This will be in place for all students in need of reading intervention, including students who have previously been identified as meeting Exceptional Student Education eligibility requirements, students with 504 plans, and English Language Learners. Students with IEPs qualify for Tier 2 and Tier 3 services in the same manner as all other students, in addition to any services and accommodations that they are already receiving through their IEP. All students K-8 who require Tier III Intensive reading interventions will be taught by a teacher who is certified or endorsed in reading.

Demographic Data

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

<p>2023-24 Status (per MSID File)</p>	<p>Active</p>
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School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	48%
2022-23 Economically Disadvantaged (FRL) Rate	45%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: A
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	27	17	20	13	18	20	27	35	39	216	
One or more suspensions	7	13	10	3	12	7	6	7	36	101	
Course failure in English Language Arts (ELA)	0	0	11	3	2	2	1	3	2	24	
Course failure in Math	0	0	8	0	6	13	1	8	4	40	
Level 1 on statewide ELA assessment	0	0	0	16	40	41	33	47	41	218	
Level 1 on statewide Math assessment	0	0	0	17	25	54	9	18	9	132	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	11	10	10	12	11	14	5	4	79	
	0	0	0	0	0	0	0	0	0		
Students with Disabilities	9	10	3	7	7	12	12	16	15	91	

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	4	5	7	13	19	22	34	23	22	149	

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	1	0	3	0	0	0	1	0	7	
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	27	17	20	13	18	20	27	35	39	216	
One or more suspensions	7	13	10	3	12	7	6	7	36	101	
Course failure in English Language Arts (ELA)	0	0	11	3	2	2	1	3	2	24	
Course failure in Math	0	0	8	0	6	13	1	8	4	40	
Level 1 on statewide FSA ELA assessment	0	0	0	16	40	41	33	47	41	218	
Level 1 on statewide FSA Math assessment	0	0	0	17	25	54	9	18	9	132	
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	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	4	5	7	13	19	22	34	23	22	149	

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	2	1	0	3	0	0	0	1	0	7	
Students retained two or more times	0	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*	52	45	53	55	48	55	56		
ELA Learning Gains				53			57		
ELA Lowest 25th Percentile				34			47		
Math Achievement*	65	48	55	59	37	42	49		
Math Learning Gains				65			47		
Math Lowest 25th Percentile				58			41		
Science Achievement*	54	47	52	52	47	54	54		
Social Studies Achievement*	74	60	68	91	51	59	86		
Middle School Acceleration	87	77	70	74	42	51	84		
Graduation Rate		51	74		43	50			
College and Career Acceleration		33	53		66	70			
ELP Progress	49	47	55	49	69	70	58		

* 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)	TSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	7
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	590
Total Components for the Federal Index	10
Percent Tested	99
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	26	Yes	4	3
ELL	29	Yes	1	1
AMI				
ASN	73			
BLK	43			
HSP	53			
MUL	70			
PAC				
WHT	73			
FRL	56			

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	26	Yes	3	2
ELL	43			
AMI				
ASN	68			
BLK	63			
HSP	54			

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	62			
PAC				
WHT	64			
FRL	53			

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	52			65			54	74	87			49
SWD	24			46			9	23			4	
ELL	18			42			9	41			6	49
AMI												
ASN	67			79							2	
BLK	40			45							2	
HSP	40			57			36	62	85		7	50
MUL	61			78							2	
PAC												
WHT	60			71			67	81	88		6	
FRL	42			55			42	70	87		7	47

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	55	53	34	59	65	58	52	91	74			49
SWD	12	20	19	24	53	41	10					
ELL	23	39	36	36	51	44	26	81				49
AMI												
ASN	61	50		78	75		77					

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	54	71		63	65							
HSP	44	50	34	47	58	51	44	92	71			49
MUL	64	67		64	67		50					
PAC												
WHT	62	54	33	66	70	63	57	90	78			
FRL	47	50	35	49	57	45	46	90	64			49

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	56	57	47	49	47	41	54	86	84			58
SWD	14	26	24	19	32	38	26	47				
ELL	30	47	44	26	24	28	20	54				58
AMI												
ASN	80	92		76	69		82					
BLK	50	55		50	64							
HSP	44	52	44	36	42	40	38	83	78			57
MUL	75	73		67	55							
PAC												
WHT	63	59	52	57	49	43	62	86	84			
FRL	46	50	41	40	43	45	38	81	63			57

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.

Grade	Year	ELA				
		School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	48%	48%	0%	54%	-6%
07	2023 - Spring	47%	44%	3%	47%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	51%	44%	7%	47%	4%
04	2023 - Spring	45%	56%	-11%	58%	-13%
06	2023 - Spring	63%	44%	19%	47%	16%
03	2023 - Spring	54%	42%	12%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	73%	52%	21%	54%	19%
07	2023 - Spring	71%	37%	34%	48%	23%
03	2023 - Spring	73%	55%	18%	59%	14%
04	2023 - Spring	58%	61%	-3%	61%	-3%
08	2023 - Spring	67%	60%	7%	55%	12%
05	2023 - Spring	42%	52%	-10%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	44%	43%	1%	44%	0%
05	2023 - Spring	49%	50%	-1%	51%	-2%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	39%	48%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	43%	57%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	50%	45%	63%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	73%	59%	14%	66%	7%

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.

ELA dropped from 55% to 51%
 Difficulty keeping part-time reading tutors employed
 Several students in the Tier III process awaiting for district testing to get additional support
 We are continuously working on improving standards based instruction in the ELA content area.

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

Civics 91% to 73%-Teacher resigned in December 2022, could not secure a certified replacement for the remainder of the school year. A ELA teacher filled in. We are continuously working on improving standards based instruction in the Civics content area.

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.

We performed better than the state average in ELA, Math, Alg EOC, Geo EOC, Civics EOC and Bio EOC.
 The two areas where we just scored a bit lower than the state average was in 5th Science with 49% and the State Average was 51% and 8th Grade Science with 44% and the State Average was 47%. We are continuously working on improving standards based instruction in the Science content area.

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

Math went from 61% to 68%
 We had scheduled 90 minutes of continuous Math block for Middle School students
 We had three additional part-time math tutors on staff
 We strived to have students use their Math instructional software with fidelity to improve math fluency.

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

218 Students were Level 1 on statewide ELA assessment
 132 Students were Level 1 on statewide MATH assessment
 216 Students were Absent 10% or more days this past school year

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

Strengthen Tier I Standards Based Instruction in Content Area Subjects
Strengthen Student with Disabilities Growth Index
Strengthen Staff and Student Wellness
Establish a positive feedback and support system.
Reach targeted enrollment and capacity with waitlist

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 Other

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.

Strengthen Student and Staff Health and Wellness

CSUSA and BSCS will value the character and wellness of all students and staff.

We have the responsibility to protect and ensure the safety and mental and physical well-being of our scholars and team members.

Measurable Outcome:

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

Parent Survey Results will increase from 48% "Somewhat Agree" to 52% while maintaining 90% "Total Agree" or higher.

Staff Survey Results will increase from 38% "Somewhat Agree" to 42% while maintaining 88% "Total Agree" or higher.

Student Survey Results will increase from 29% "Somewhat Agree" to 32% while maintaining 77% "Total Agree" or higher.

Monitoring:

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

LAC Team continuously monitors progress of this initiative through our weekly meetings and through our respective committees such as The Leader in Me Lighthouse Team, Dean of Curriculum monitoring GLobal Perspectives and Character Education course work, Monthly Team Wellness Activities implementation by our BZP Wellness Warrior and Win with Wellness Champion.

Note: LAC team consists of 4 Leaders, 2 Administrators and 4 Curriculum Resource Teachers (Principal, Associate Principal, Dean of Curriculum, Dean of Students, School Operations Administrator, School Enrollment and Marketing Administrator, Primary CRT K-3, Math & Science 4-8 CRT, ELA & Social Studies 4-8 CRT and Instructional Technology Innovation Specialist and Specialists K-8 CRT)

Person responsible for monitoring outcome:

Carissa Carroll (carissac@leeschools.net)

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.)

Administer Wellness Survey and set Wellness Goals in SSSP for progress monitoring.

Ensure each student is connected to the school through Art, Athletics, or Activities and track data in PowerSchool.

Create a schoolwide behavior management system grounded in mutual respect and integrity.

Implement character education programs as evidenced by direct instruction with an emphasis on personal growth and resilience in PLPs.

ACTION STEPS TO IMPLEMENT:

Explicit Character Education Instruction through The Leader in Me and Attitude is Altitude Curriculum
Global Perspectives Health and Wellness Focus

Implement Charity for Change Afterschool Program

School-Wide Positive Behavior Support System Implementation through LiveSchool

Know Me, Know My Name Initiative

Staff and Student Development Learning Opportunities
Strategically Plan Once-Monthly Leadership Day Assemblies
Designate a Blue Zones Project Wellness Warrior
Designate a Win with Wellness Champion

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We need to STOP thinking character development and wellness is someone else's responsibility – it must be embedded into our day-to-day practices. We need to continue to create a student-first culture, where health, safety, and connection is a priority. We need to start ensuring all students are connected to an advocate and all staff are engaged in wellness practices.

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.

Explicit Character Education Instruction through The Leader in Me and Attitude is Altitude Curriculum (TLIM Facilitator, MS Global Perspectives Teachers, ELEM Character Education Teacher, K-8 Homeroom Teachers and House Sponsors)

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Global Perspectives Health and Wellness Topics Focus for Grades K-8

K-Water Safety

1-Bike and Vehicle Safety

2-Fire Safety

3rd-Kindness and Compassion

4th-Exercise and Physical Fitness

5th-Wellness/Self-Advocacy

6th-Coping Skills

7th-Nutrition

8th-SADD (Students Against Destructive Decisions)

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Implement Charity for Change Afterschool Program 30 minutes daily for 6 week sessions for participating elementary students in grade bands K/1, 2/3 and 4/5. C4C incorporates 9 Character Traits: Tolerance, Self Control, Kindness, Respect, Responsibility, Integrity, Citizenship, Cooperation and Perseverance

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

School-Wide Positive Behavior Support System Implementation through LiveSchool

MS pilot 2022-2023 and ELEM now added 2023-2024

School Supplies Store Incentives for Elementary and LiveSchool Cart Incentives for Middle School

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Know Me, Know My Name Initiative during RTO

To identify students in our school by grade level yearbook photos who have "little to no connections" with our staff.

We are developing a plan to now reach out to those students who we identified as having "little to no connections" in an effort to build relationships and ensure better attendance and academic success. We will work to build a positive school culture through the development of relationships between staff and students.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

Our ESSA Federal Index data for our Students with Disabilities is 26%, this rate is well below the State of Florida threshold of 41%. We need to use effective instructional strategies to provide equitable access and opportunities to ALL students which includes our Students with Disabilities.

Measurable Outcome:

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

ESSA Subgroup data for SWD will increase annually to move our students from 26% to meet the State of Florida threshold of 41% or higher.

Monitoring:

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

LAC Team and ESE Team continuously monitors progress of this initiative through our weekly meetings and through our respective committees such as The Literacy Team, Special Populations Team, Dean of Curriculum and CRTs monitoring ELA and Math course work, instruction and assessment.

Note: LAC team consists of 4 Leaders, 2 Administrators and 4 Curriculum Resource Teachers (Principal, Associate Principal, Dean of Curriculum, Dean of Students, School Operations Administrator, School Enrollment and Marketing Administrator, Primary CRT K-3, Math & Science 4-8 CRT, ELA & Social Studies 4-8 CRT and Instructional Technology Innovation Specialist and Specialists K-8 CRT) ESE team consists of 3 certified teachers and 1 perm sub with a Special Populations Lead Teacher who is also certified in ESE.

Person responsible for monitoring outcome:

Carissa Carroll (carissac@leeschools.net)

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.)

Use effective instructional strategies to provide equitable access and opportunities to ALL students which includes our Students with Disabilities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our ESSA Federal Index data for our Students with Disabilities is 26%, this rate is well below the State of Florida threshold of 41%.

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.

Establish a positive feedback and support system

Offer on-campus free small group tutoring to all SWD during Fall and Winter sessions

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Schedule ESE and ELL teachers to attend grade level PLCs

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Ensure "Success Block" has effective use of targeted activities based on student levels.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Provide PD and support on digital tools to increase equity for ESE and ELL students.

Person Responsible: [no one identified]

By When: May 31, 2024

Strategic Student Scheduling

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Model effective instructional strategies in NTI, RTO and PLCs that occur throughout the school year.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Chalk Lesson Planning Tool Noted Accommodations for ESE students align with the daily/weekly lesson plan for each identified student serviced in the classroom.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

#3. 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.

Academic: Strengthen Tier 1 Standards Based Instruction

Low growth was made in our core academic areas, we need to be supporting all student's growth through rigorous standards-based instruction. We need to be implementing standard practices within our school to establish a stronger academic foundation through research-based resources.

Measurable Outcome:

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

ELA, Math, Science and Social Studies proficiency levels will increase to ensure we are meeting the educational needs of our students and progressing them through the learning continuum.

ELA 50% to 60%

Math 69% to 70%

Science 54% to 60%

Social Studies/Civics 73% to 90%

Monitoring:

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

LAC Team continuously monitors progress of this initiative through our weekly meetings and through our respective committees and departments such as The Literacy Team, ELA , Math, Science and Social Studies Department Lead Teachers and respective CRTs, and Special Populations Team.

Note: LAC team consists of 4 Leaders, 2 Administrators and 4 Curriculum Resource Teachers (Principal, Associate Principal, Dean of Curriculum, Dean of Students, School Operations Administrator, School Enrollment and Marketing Administrator, Primary CRT K-3, Math & Science 4-8 CRT, ELA & Social Studies 4-8 CRT and Instructional Technology Innovation Specialist and Specialists K-8 CRT)

Person responsible for monitoring outcome:

[no one identified]

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.)

We will provide standards-based differentiated small group instruction for all learners. We need to consistently collaborate through Professional Learning Communities. We need to build academic rigor through accelerated and personalized learning pathways. We need to provide equitable access and opportunities to highly effective teaching and learning to all students. Mobile Classroom will be utilized to extend the reach of our best teaching and maximize the conditions for learning. PLPs, Success Blocks and Data Chats will drive the supportive components of our Education Model. Classroom observations with actionable feedback aligned to DOK 2-4 and the Complex Ts will drive effective teaching and learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Low growth was made in our core academic areas, we need to be supporting all student's growth through rigorous standards-based instruction. We need to be implementing standard practices within our school to establish a stronger academic foundation through research-based resources.

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.

Students will self-monitor their READING lead measures daily to achieve their reading growth goal.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Fidelity with executing the provided schedule of Standards for Success platform walkthroughs that include a positive feedback and support system with coaching elements.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Tracking standards to increase ownership by teachers and students

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Monitor leadership notebooks for assessment tracking and weekly progress. Institute the first Wednesday of the month to be WIGS (Wildly Important Goals) Wednesday celebration days.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Establish NEW required Literacy Team

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Conduct effective PLCs on Tier 1 small group data driven instruction with strategies and resources.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Support the new implementation of our school-wide Cambridge ELA model showcasing the learner attributes of: Innovation, Confidence, Responsibility, Reflectiveness, Honorableness and Engagement.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Chalk Platform Lesson Planning

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Provide professional development on engagement opportunities for Project Based Learning with students

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Monitor and implement standards-based instruction through observations and lesson plans.

Person Responsible: [no one identified]

By When: May 31, 2024

Conduct network wide PLCs for teachers of content/program areas throughout the year based on data.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Develop personalized learning plans for all students K-8 to be incorporated into data chats.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

Provide academic acceleration opportunities to all students through the Master schedule process.

Person Responsible: Carissa Carroll (carissac@leeschools.net)

By When: May 31, 2024

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).

The School District of Lee County follows all state and federal guidelines when allocating funding to schools. The schools are budgeted in multi-faceted methods based on the student needs. Initially the schools are tiered based on the following criteria: student proficiency, learning gains, struggling schools, % of new teachers, % of ELL students, % of ESE students for academic support and for funding purposes. Content tiers are also established to provide instructional support resources based on individual student group needs. Within each school's Title I, SAI, and UniSIG plans as appropriate there is a requirement to address ESSA student groups through high quality instruction and monitoring systems. School funding needs are addresses weekly throughout the school year in collaboration with principal supervisors and the budget department. Ongoing monitoring of student data and underperforming subgroups is provided through monthly visits and data chats by principal supervisors.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

N/A

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.

N/A

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))

N/A

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)

N/A

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))

N/A

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))

N/A

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).

N/A

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))

N/A

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: Other				\$25,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	519	4102 - Bonita Springs Charter School	Title IV	1317.0	\$15,000.00
<i>Notes: LIVESCHOOL-School Culture and Behavior Management System</i>						
	5000	310	4102 - Bonita Springs Charter School	Title IV	1317.0	\$5,000.00
<i>Notes: Student Education Assemblies</i>						
	5000	529	4102 - Bonita Springs Charter School			\$5,000.00
<i>Notes: Health and Wellness Curriculum Materials</i>						
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$5,000.00
<i>Notes: Exceptional Student Education Resources</i>						
3	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$71,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$1,200.00
<i>Notes: CORE ELA</i>						

	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$1,200.00
			<i>Notes: CORE Math</i>			
	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$5,600.00
			<i>Notes: CORE Science</i>			
	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$3,600.00
			<i>Notes: CORE Social Studies</i>			
	5000	519	4102 - Bonita Springs Charter School	General Fund	1317.0	\$60,000.00
			<i>Notes: Instructional Software</i>			
					Total:	\$101,600.00

Budget Approval

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

No