South Florida Autism Charter School Inc

leadership

analysis

students

school improvement

Florida

college and career

mission

ambitious

family and community involvement

striving

teaching

achievement

relationships

success

resources

areas of focus

instruction

needs assessment

strategic planning

collaboration

vision

learning

supportive environment

growth

2022-23 Schoolwide Improvement Plan

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South Florida Autism Charter School Inc

18305 NW 75TH PL, Hialeah, FL 33015

www.sfacs.org

Demographics

Principal: Tamara Moodie Ramdeen

Start Date for this Principal: 5/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

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 Florida Department of Education 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.

Table of Contents

South Florida Autism Charter School Inc

18305 NW 75TH PL, Hialeah, FL 33015

www.sfacs.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School KG-12	Yes	68%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
Special Education	Yes	88%

School Grades History

Year	2016-17	2015-16
Grade	C	C

School Board Approval

N/A

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

South Florida Autism Charter School provides education and therapeutic services to individuals diagnosed with autism spectrum disorders (ASD) residing in Miami-Dade/Broward Counties, targeting students with communication deficits and/or behavioral challenges, and who may require training in self-help skills. The methodologies of B.F. Skinner's Theory of Applied Behavioral Analysis (ABA) and Verbal Behavior (VB) are applied in conjunction with State Standards for students on a modified curriculum in order to provide the most effective individualized educational programs possible.

Provide the school's vision statement.

Our vision is to create an effective model for teaching individuals with ASD. Future plans include expanding our program in order to serve the entire spectrum of ASD, from newly diagnosed children to adults.This will be accomplished on a state of the art campus with a K-12 Charter School, and early intervention clinic, out of school services, and adult services. Our objectives are to provide free, appropriate, and science based educational opportunities to students on the more involved portion of the autism spectrum; to find each students strengths and to provide them with the tools and hands on learning opportunities that will enable them to function independently in society and have a purpose in life; and to remove the sigma associated with ASD and prove that even the most profoundly affected individuals can contribute to society in a meaningful way.

School Leadership Team

Membership
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.:

Name	Position Title	Job Duties and Responsibilities
Moodie, Tamara	Principal	The principal works to provide and implement a data-driven plan and strategic planning for the education of all students. She provides professional development to parents and staff and provides resources to support instructional programs. The Principal and Governing Board are responsible for coordinating and supplementing federal, state and local funds, services, and programs. Board meetings are held on a quarterly basis. Additional meetings are scheduled as needed. The Principal creates an operating budget, which the Governing Board reviews, makes recommendations if necessary, and votes to approve. The Governing Board must approve the budget and any revisions. The Governing Board meets to discuss the ways to align all the available resources and meet the needs of all the students.
Ghitis, Stephanie	Assistant Principal	Mrs. Ghitis serves as the assistant principal and EESAC chair. She works alongside the principal to ensure the implementation of special education services to students and collaborate on behavioral intervention and planning.
Falepaini, Kristen	Teacher, ESE	The school leadership team is comprised of 4 teachers and an administrator, who teach grades K through 12, and who serve as mentors and instructional and behavioral leaders to the rest of the staff. They meet several times a month to discuss the students, their achievement, and their behaviors. At least once a week the team will meet with their respective staff to discuss any changes or updates that arise. They also meet to discuss the needs of the teachers and their students. The aforementioned team are lead mentors of the instructional personnel. The teachers are able to come to the team with any instructional or behavioral issues. As an ESE instructor, they provide direct instructional to students to improve and support their academic success. In addition she is an integral part of the MTSS team that uses data based problem-solving to integrate academic and behavioral instruction and intervention.
Zambrano, Maria	Teacher, ESE	The school leadership team is comprised of 4 teachers and an administrator, who teach grades K through 12, and who serve as mentors and instructional and behavioral leaders to the rest of the staff. They meet several times a month to discuss the students, their achievement, and their behaviors. At least once a week the team will meet with their respective staff to discuss any changes or updates that arise. They also meet to discuss the needs of the teachers and their students. The aforementioned team are lead mentors of the instructional personnel. The teachers are able to come to the team with any instructional or behavioral issues. As an ESE instructor, they provide direct instructional to students to improve and support their academic success. In addition she is an integral part of the MTSS team that uses data based problem-solving to integrate academic and behavioral instruction and intervention.

Demographic Information

Principal start date

Friday 5/1/2009, Tamara Moodie Ramdeen

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

19

Total number of students enrolled at the school

282

Identify the number of instructional staff who left the school during the 2021-22 school year.

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	11	14	8	14	11	15	28	23	13	22	27	19	77	282
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	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 who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/31/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	10	11	9	10	19	19	14	20	23	22	17	77	260
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	5	5	14	4	6	10	16	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	7	5	15	5	6	9	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	9	10	11	9	10	19	19	14	20	23	22	17	77	260
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	5	5	14	4	6	10	16	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	8	7	5	15	5	6	9	0	55
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		62%	55%					63%	61%
ELA Learning Gains								61%	59%
ELA Lowest 25th Percentile								57%	54%
Math Achievement		51%	42%					67%	62%
Math Learning Gains								63%	59%
Math Lowest 25th Percentile								56%	52%
Science Achievement		60%	54%					56%	56%
Social Studies Achievement		68%	59%					80%	78%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019					
Cohort Comparison		0%				
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 SCHOOL GRADE 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
SWD	14	29	40	20	27	36	11	15		90	
ELL	8			15							
BLK	21	31		14			23				
HSP	14	26	25	21	27	27	5	19		92	
WHT	6			20							
FRL	13	31		20	32	40	7	16			
2021 SCHOOL GRADE 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
SWD	18	20		21	37	46		21			
ELL											
BLK	15			7	20						
HSP	18	19		24	39	50		22			
FRL	15	22		12	33	60		15			
2019 SCHOOL GRADE 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 2017-18	C & C Accel 2017-18
SWD	20	50	48	15	47	67	19	19			
ELL	11	35		6	27						
BLK	10	44		5	25						
HSP	21	51	53	16	52		20	20			
WHT	30			29							
FRL	14	44	50	11	45		10	14			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	12
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	3
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	3
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	13
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	3
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	23
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	2

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

This is an alternative school specialized for those on the more involved end of the Autism spectrum. The students take Access courses because of the severity of their disability. The schools data metrics are below state average.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Data shows that SFACS continues to need improvement in the areas of attendance, academics and behavior based on the significant needs of our students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

SFACS focuses on differentiated instruction in all classrooms along with behavioral interventions and assistance with self help skills. This strategy helps to meet the critical needs of our students. New actions will be taken to align additional resources in our day to day planning in order to provide the most efficient and beneficial instruction to all students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Through progress monitoring and data, our students showed improvement in attendance and behavior.

What were the contributing factors to this improvement? What new actions did your school take in this area?

SFACS hired a social worker who has been leading the attendance committee in identifying students who's lack of attendance have increased. The principal increased the frequency of in house PD sessions for both parents and staff in order to discuss best practices.

What strategies will need to be implemented in order to accelerate learning?

Data driven instruction along with differentiated instruction, effective curriculum planning, supplemental curriculum and behavioral interventions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The principal provides several monthly opportunities for teachers to attend professional developments and trainings. In addition, the assistant principal will provide teachers with monthly information on upcoming district led professional developments in order to provide them with the tools and resources needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The leadership team will continue to meet weekly to identify areas of need and ensure that all instruction and interventions are being implemented with fidelity and that school wide goals are being met.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Data and progress monitoring shows that SFACS has a substantial need for differentiated instruction in the classroom due to the specific and substantial needs of our students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Successful implementation of additional curriculum support and monitoring of instruction will result in an increase in learning gains as measured by student work and teacher observation.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The school's leadership team will provide feedback during classroom observations in order to closely monitor classroom instruction. The leadership team will also provide support to teachers and more professional development opportunities. Feedback will be data driven in order to assist teachers in planning instruction and adjusting their teacher strategies to align to student needs.
Person responsible for monitoring outcome:	Tamara Moodie (drmoodie@dadeschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Through methods of applied behavior analysis and standards aligned instruction for students on a modified curriculum, SFACS will focus on providing meaningful instruction and interventions in order to assist the students meet their academic and behavioral goals.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Utilizing data and progress monitoring, staff will be able to provide feedback on specific areas of need and identify ways to address student deficits.

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.

Leadership team will conduct monthly observations with teachers to provide feedback and review behavioral and academic data.

Person Responsible	Tamara Moodie (drmoodie@dadeschools.net)

A survey will be conducted by leadership team to identify teachers who need training on differentiated instruction and curriculum.

Person Responsible	Stephanie Ghitis (950381@dadeschools.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School attendance plays a critical role in the learning and development of our students. Lack of attendance has shown to cause academic and behavioral regression.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Decrease the number of students with 18 or more absences
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership team will work closely with social worker through an attendance committee to monitor student attendance. Students who are identified as having poor attendance will be asked to meet with attendance committee to find possible solutions. Leadership team will monitor attendance data weekly.
Person responsible for monitoring outcome:	Stephanie Ghitis (950381@dadeschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Parental involvement in attendance has proven to improve academic outcome and prevent regression in ESE students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	School attendance records audited by review committee.

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.

Attendance committee will convene monthly to review attendance data.

Person Responsible	Stephanie Ghitis (950381@dadeschools.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

SFACS provides a positive school culture and environment for students with ASD who participate in a modified curriculum. Staff works alongside the principal and board certified behavior analyst, to address student concerns and deficits in the areas of academics, behavior, communication, social skills and self help skills. Teachers continuously track data for each student to identify areas of need and address all concerns immediately to the leadership team in order to apply interventions, strategies and supports as needed. SFACS works to build positive relationships with families in order to increase their involvement through trainings, workshops, school activities, parent conferences, and ABA progress reports. Parents are invited to volunteer and get involved in their child's education in order to promote a positive school culture.The school also hosts a variety of activities throughout the school year, which include the entire family. These are opportunities for parents and families to show support for their child and also see the progress their child has made. Parent-Teacher Conferences are offered two times a year, where parents can meet with their teacher to talk about the student and how they are performing in the classroom. Parents may also request additional conferences throughout the year. The school offers free Autism Community Workshops one Saturday per month. These sessions are open to the community.

Identify the stakeholders and their role in promoting a positive school culture and environment.

The staff and administrators at SFACS work endlessly to build rapport and positive relationships with parents and stakeholders. Parents are provided with progress reports quarterly to track their child's progress along with open lines of communication throughout the year. Parents are involved in all parts of their child's education through volunteering, home notes and collaboration. Our principal, Dr. Moodie, hosts weekly trainings for parents during the week and on the weekend as well as provides 1:1 meeting appointments weekly for parents who require assistance with their child's education, behavior, communication, etc. SFACS recently hired a full time social worker to assist parents with outside resources as needed. SFACS builds and sustains partnerships with local community and universities throughout South Florida. The school works closely with NOVA Southeastern University and collaborates with the School of Dentistry. NSU Dentistry students visit SFACS and teach our students about dental hygiene. The school also works closely with UM-CARD for professional development, workshops, and Augmentative and Alternative Communication Devices. SFACS and CARD collaborate to help the community to raise awareness about different topics dealing with ASD.