Success Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Success Academy

3650 MICHIGAN AVE, Fort Myers, FL 33916

http://sca.leeschools.net/

School Board Approval

This plan was approved by the Lee County School Board on 10/17/2023.

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.

To guide students with the knowledge and skills necessary to succeed in our community and our complex world.

Provide the school's vision statement.

To prepare every student for success in school and in life.

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
Labelle, Tammy	Assistant Principal	Recruited a team of lead teachers to form our Instructional Collaboration Team. AP help facilitate the data-driven research for our School Improvement Plan as well as inputted the SIP documentation.
Bowens, Tommy	Principal	Executive decision-maker, served as a expert in the field

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.

School administration vetted a process of identifying a group of lead teachers based on performance during classroom observations/evaluation, motivation toward promoting student success and level of teaching experience. The Instructional Collaboration Team consists of 7 lead teachers from various departments. Prior to the start of the 23'-24' school year, Instructional Collaboration Team members met for two days of planning and developing our School Improvement Plan. Our draft of the School Improvement Plan will be presented to Juniors/Seniors enrolled in Personal, Career and School Development course to gain feedback and student perspective. The School Improvement Plan will be presented to parents during our first SAC meeting.

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 Instructional Collaboration Team, Administration and Testing Coordinator will work in tandem to ensure that students are improving in specified progress monitoring/state assessments while enrolled at Success for their temporary placement. Due high absenteeism and circumstances outside of our locus of control, many students come to Success with incomplete data needed to guide instruction. As part of our process, our Testing Coordinator will analyze each student's test history to determine any additional progress monitoring that is needed and facilitate the required testing if possible. Mid-progress conferences will be conducted to review students' individual progress with the following: attendance, behavior, classroom engagement and test history/progress monitoring.

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)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	
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)	
School Grades History *2022-23 school grades will serve as an informational baseline.	
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	0	0	0	0	0	0	0	7	13	20
One or more suspensions	0	0	0	0	0	0	0	7	15	22
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 ELA assessment	0	0	0	0	0	0	0	5	10	15
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	5	8	13
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	0	0	0	0	0	0	0	6	12	18

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	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	1	13	26	123
One or more suspensions	0	0	0	0	0	0	0	14	43	136
Course failure in ELA	0	0	0	0	0	0	0	1	6	41
Course failure in Math	0	0	0	0	0	0	0	0	4	48
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	3	21	65
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	4	11	76
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	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	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	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	1	9	29	124
Students retained two or more times	0	0	0	0	0	0	0	2	1	6

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 days	0	0	0	0	0	0	1	13	26	40
One or more suspensions	0	0	0	0	0	0	0	14	43	57
Course failure in ELA	0	0	0	0	0	0	0	1	6	7
Course failure in Math	0	0	0	0	0	0	0	0	4	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	1	3	21	25
Level 1 on statewide Math assessment	0	0	0	0	0	0	1	4	11	16
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	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	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	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	1	9	29	39
Students retained two or more times	0	0	0	0	0	0	0	2	1	3

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*		47	50		49	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		34	38		33	38			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		54	64		35	40			
Social Studies Achievement*		58	66		40	48			
Middle School Acceleration					38	44			
Graduation Rate		84	89		49	61	9		
College and Career Acceleration		65	65		60	67			
ELP Progress		36	45						

* 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	

2021-22 ESSA Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL				

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

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										9		
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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	5%	45%	-40%	50%	-45%
07	2023 - Spring	6%	44%	-38%	47%	-41%
08	2023 - Spring	5%	44%	-39%	47%	-42%
09	2023 - Spring	4%	46%	-42%	48%	-44%
06	2023 - Spring	0%	44%	-44%	47%	-47%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	0%	52%	-52%	54%	-54%
07	2023 - Spring	7%	37%	-30%	48%	-41%
08	2023 - Spring	3%	60%	-57%	55%	-52%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	3%	43%	-40%	44%	-41%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	39%	-35%	50%	-46%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	43%	-40%	48%	-45%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	50%	-40%	63%	-53%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	59%	-50%	66%	-57%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	54%	-34%	63%	-43%

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.

Across all content areas, Success students performed below the District averages. For 22-23 school year, Success 8th grade students scored 3% proficiency compared to the District Science score of 43%. There are many factors that attribute to students' performance on state assessments. The primary factors impacting student performance at Success are as follows: history of high absenteeism, history of disciplinary infractions causing gaps in learning due to suspensions, unidentified learning deficits, lack of targeted interventions/ accommodations,and limited time at Success. Moreover, students and staff were greatly impacted by Hurricane Ian causing school closures and displacements. We can implement attendance initiatives to motivate students to attend school more frequently especially during test review days and actual testing days. In addition, all incoming Success students must meet with counselors and administration to review academic histories and develop an achievable plan that the students can accomplish while at Success.

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

The greatest decline scores was seen in ELA and Math for 8th grade by 4% over the previous year. There were several possible factors that may have contributed to the decline in the 8th grade performance. At the beginning of the school year, we were feeling the effects of COVID-19 with students and staff. Late September, Hurricane Ian devastated the entire southwest area of Florida causing resulting in approximately two months of school closures. Once reopening of schools, students and staff were displaced contributing to excessive absences; and one-half of the 8th grade instructional staff took a leave of absence resulting interim teachers filling the vacancies.

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.

As evidenced by state data, the 10th grade ELA scored 45% lower than the state average. We strongly believe that this cohort of students has been most impacted by the COVID epidemic and Hurricane Ian as previously stated. Students were responsible for FSA (prior to COVID), no test (during COVID), and a

transition to the FAST format (post Hurricane Ian). Moreover, our 10th grade ELA teacher had resigned mid-year causing the classes to be covered by a guest teacher who is non-certified in ELA.

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

According to the data, there was no specific assessment/progress monitoring tool that showed the most improvement. Success data points ranged from 29%-42% lower than the District/state scores.

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

Students at Success have a long history disciplinary infractions leading to high absenteeism, high mobility, and experienced a lack trust in the educational system.

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

1. Attendance
2. Instructional
3. Behavior
4. Mental Health

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

#1. Instructional Practice specifically relating to Professional Learning Communities

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.

Through the restructuring of our PLCs, we will implement professional development trainings that will meet the needs of the varied experience levels of the instructional staff. Our PLCs will focus on students' priorities which have been identified as: attendance, instruction, behavior, and mental health.

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

Through the implementation of restructured PLCs, we will most increase our percentage of highly effective teachers by 2%.

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

We will monitor the effectiveness of our strategies towards our goal through informal evaluations, walkthroughs, and a final formal evaluation.

Person responsible for monitoring outcome:
Tammy Labelle (tammyla@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.)

Instructional staff will receive professional development with the following research-based programs: Kagan, Marzano's High Yield Strategies and The First Days of School by Harry Wong.

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

The Kagan and Marzano's High Yield Strategies will be implemented to help increase student engagement. The implementation of The First Days of School (book study) will be used as a means to lead a highly structured classroom; therefore, our students will be more engaged in learning than off-task behaviors.

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.

No action steps were entered for this area of focus

#2. Positive Culture and Environment specifically relating to Teacher Attendance

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.

Last year, we had a high level of teacher absenteeism that greatly impacted student performance.We have been a PBIS school for approximately 4 year and have achieved Silver Model School status. We have practices in place to support students and staff. Building a positive culture can aid in to perseverance during those experiences. In order to better support our teacher needs coming out of impactful moments, we need to positively influence the culture to help teachers bounce back. PBIS is a system we currently have in place that can be utilized to help positively influence teacher culture and break through barriers.

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

We will increase teacher attendance by at least 40% as measured by the Leave Management System.

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

Administration will use monitor teacher attendance daily to determine if support are needed.

Person responsible for monitoring outcome:

Tammy Labelle (tammyla@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.)

Administration will provide targeted supports for instructional staff such as additional mental health supports, classroom management strategies, peer collaborations, and PLC targeted supports.

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

Success is a alternate school where students are placed temporarily for major disciplinary infractions. Majority of the students have extensive academic and behavioral supports which directly impacts our staff.

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.

No action steps were entered for this area of focus

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).

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.

Our School Improvement Plan will be shared through a variety of platforms including: student orientations, webpage, SAC, Principal letter home to parents, copies available to visitors, and SIP student-review.
All students and parents must attend Orientations. While at Orientation, parents and students will receive SIP information. Our SIP will be listed on our school webpage https://sca.leeschools.net/.

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))

https://sca.leeschools.net/
Success Academy recognizes the enormous importance of increasing parental and family engagement in raising student achievement at all levels. To accomplish this and to determine the needs/barriers of our parents, schools, the PFEP team analyzes the current building capacity activities, compares participation numbers, and addresses the barriers that limit parent participation. During Orientation, parents and students are educated on the process and procedures at Success. Counselor are present during Orientations having in-depth conversions about current academic status and the process for being on track for projected release. In addition, since we are a Title I school, we complete the Florida DOE template for the Parent and Family Educational Plan (PFEP). School data is reported to the district to become a part of the District PFEP Evaluation and goal setting process. Schools` baseline data sources. i.e.., number of volunteers and volunteer service hours, become the guiding force to annual evaluation and improvement of the school`s parent involvement program to enhance student achievement for the upcoming school year. Other sources of data may include but are not limited to parent workshop and training evaluations, sign in sheets, attendance and volunteer logs, parent surveys, the Title I Crate, the PFEP Evaluation, the School Academic Training and Workshop forms, and test results.) The PFEP will be a principal element of the review process for each school in gathering data at the end of the year as the schools complete their SIP (Comprehensive Needs Analysis) in preparation for revising School Improvement Plans.

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))

We are at an advantage this year. Success was one of the few schools that started the year almost fully staffed. In order to accelerate learning, Success will be utilizing a book study, "The First Days of School" by Harry Wong to reinforce our classroom procedures and practice consistently schoolwide. In addition, our teachers participated in a 2-day Kagan Cooperative Learning training which will be a driving force for our student engagement. For the students, classroom instruction should be structured with focus on helping students achieve their own unique goals.

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))

We implemented all state approved curriculum and materials. All decisions are vetted through our local school district.
Collaborative partners (i.e include Early Childhood Services (Head Start, VPK) ; Career and Adult Education; Foundation for Lee County Schools; local Literacy Council; Florida Gulf Coast University; Florida South Western State College; and Local Chamber of Commerce. Activities with Early Childhood include blended VPK/Title I classrooms for four-year-olds. This is a voluntary program that identifies elevated risk students to receive a full year of educational opportunities. The benefits for students include readiness for kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year-old's who participate in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Adult Education has partnered with Title I schools to offer ESOL classes for parents to learn English. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient.)

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))

The Lee County School District follows the mental health guidelines set forth by the State of Florida Department of Education. This includes providing universal positive and behavioral support. The district also, with parental permission, assesses and screens students to determine what level of mental health support would best meet their mental health needs. These supports range from school check-ins, school-based mental health counseling as well as a referral pathway to outside mental health services. The Lee County School District employs evidence-based practices in the foundational instruction of students with a focus on building resiliency, promoting physical and emotional wellness, overall health, social development, overcoming adversity, critical thinking and problem solving, prevention of substance use, and other topics. The Lee County School District employs school-based mental health professionals, school counselors, school social workers, school psychologists, and licensed mental health professionals to ensure that school-based mental health services are provided to students. Success has a full-time Mental Health Team that consists of the following staff: middle school counselor, high school counselor, licensed mental health counselor, social worker, school psychologist, and school nurse. Our MHT provides a varied of support services such as small group mentoring, one-on-one specialized supports, and whole group character building.

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))

To increase graduation rate and decrease dropout rate, the district has implemented several specific activities:

Secondary Education – A variety of technology related courses offered in the high schools and middle schools. Upon completion of these courses, students can either seek immediate employment or they can articulate credit to Florida Southwestern State College or receive advance standing at the district`s technical schools or Florida Southwestern State College. The emphasis of Technical Education allows students the opportunity to do hands-on exploration in a variety of programs which can lead to immediate employment or advanced training. Many of the programs allow on-the-job training or internships while still attending high school.

Comprehensive High Schools – Comprehensive high schools provide secondary students with an educational alternative that enhances the traditional high school curriculum. Students will not only be able to select from the traditional academic and extracurricular programs but also can pursue a specialized program within a Technical and Career Education Academy within this high school setting. Students graduating from a comprehensive high school will leave with marketable skills and competencies now required in businesses and industries.

Career Academies – Career academies are specialized learning communities within a school. It involves teachers and paraprofessionals from different subjects working together as a team. Students complete team designed projects. Partnerships with the business community provide academy students the opportunity to participate in field trips, internships, and on the job training. The career academies include Academy of Building Construction, Academy of Manufacturing and Engineering, Academy of Business, Finance, IT and Marketing, Academy of Medical and Biotechnology, and Hospitality and Tourism Academy. The district offers Microsoft, Adobe Autodesk 3D Studio Max Design Associate, and Adobe certification programs.

At Success Academy, we will continue to partner with Fort Myers Technical College. For the '23-'24 school year, we have a class specifically for this goal to assist students with being on track for graduation and pursuing postsecondary college and career education opportunities.

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).

The district ensures that every school implements a tiered model of evidence-based behavior supports within a Multi-tiered System of Supports (MTSS). District level personnel are designated to assist schools with their site-based implementation by providing training, modeling, program monitoring, technical assistance, and data collection/analysis. They work with site-based personnel to implement the tiered approach that includes:

Positive Behavior Intervention Supports (PBIS)/Positive Behavior System (PBS) - All schools are required to implement the elements of PBIS including a school-based team that facilitates systems that support positive behavior: school-wide expectations, classroom expectations and rules, positive recognition/rewards, data collection and analysis, and ongoing professional development. Most schools participate in the Florida PBIS Project. Some schools implement the elements within other approaches including the Building Assets Reducing Risks (BARR) program. PBIS/PBS integrates with the Multi-Tiered System of Supports (MTSS) utilized in Florida school districts for behavior support.

All schools in the School District of Lee County are required to maintain MTSS for all students (tier 1), students needing supplemental support (tier 2), and students needing intensive support (tier 3). Each school has a team that utilizes the Response to Intervention (RtI) process in examining individual student data to identify those that may need additional behavior support beyond the universal PBIS/PBS

approach, and to monitor the effectiveness of these interventions. Data analyzed include office discipline referrals, in-school suspension, out-of-school suspension, bus referrals/suspension, as well as positive behavior data. Interventions may include supplemental positive behavior interventions and/or interventions to address inappropriate behavior.

Each school has a designated Intervention Specialist that facilitates team processes and ensures that identified interventions are implemented and monitored for effectiveness. Currently, the district utilizes "Insights to Behavior" to assist with the ongoing teamwork for behavior support in the tiered model using RtI. This includes the use of additional tools such as the Functional Behavior Assessment (FBA), data collection tools, reporting tools, and behavior intervention plan tools. Intervention Specialists assist classroom teachers and school-based personnel in the implementation of behavioral interventions and data collection, as well as serve as the primary contact for families with students receiving interventions.

In the School District of Lee County, the Multi-tiered System of Supports school-based teams may, when needed, refer students to other district/school supports including the school-based mental health team, Section 504 eligibility consideration, and/or evaluation for consideration of eligibility under IDEA. Likewise, when students respond to interventions, the team may recommend maintaining current levels of interventions, reducing interventions, or exiting interventions as appropriate.

At Success Academy, our Behavior specialist reviews all of students' services prior to being enrolled at Success and ensures that students are scheduled in the appropriate classes with the required supports. Instructional staff undergo continual professional development in regards to accomodations, modifications, and interventions. Administration monitors that the services are being implemented with fidelity.

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))

It is our goal to have more of our instructional staff become ESE certified as we tend to have a high population of students with individualized plans. As an administrative team, we strive to build the capacity of our staff. For an example, we have had security specialists become instructional staff. We have also had teacher come out of retirement and want to work with our student population. As part of our Title 1 budgeting, we utilized some funds to hire an additional paraprofessional to support the learning environment.

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: Instructional Practice: Professional Learning Communities	$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	$0.00
		Total:	$0.00

Budget Approval

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

No