Veterans Park Academy For The Arts School

2023-24

Schoolwide Improvement Plan (SIP)

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Veterans Park Academy For The Arts

49 HOMESTEAD RD S, Lehigh Acres, FL 33936

http://vpa.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.

At Veterans Park Academy for the Arts, we strive to provide every student an avenue to success through academics, creative and expressive arts, and athletics.

Provide the school's vision statement.

Veterans Park Academy for the Arts partners with families and the community to develop productive and creative global citizens.

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
Carter, Edwin	Principal	Oversee the daily activities and operation of the school. Assess instructional methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Mendes, Rebecca	Assistant Principal	3rd-5th Admin, Elem. PLC Coordinator, Elem. Curriculum (i.e. Scheduling, Grades, Report Cards/Interims, Academic Events, Media/Textbooks, Coaches, Interventions, Tutoring). School Improvement Plan, Professional Dev, Elem. Data Analysis
Kustra, Jaclyn	Assistant Principal	Assistant Principal for Curriculum Schedules, 8th Grade curriculum, Guidance, fairs, FLVS, SIP, Pride Partners, Students of the Month, Middle Office Staff, Data analysis, MS PD
Macchia, Mark	Assistant Principal	K-2 Admin, Title one, ESE, GWP, clinic, Arts Program, Paraprofessionals, ESOL, Parent involvement, AVID,
	Dean	Student of the Month (PBIS); Attendance (Admin); Student of the Month; AVID; Peer Mediation; Discipline Data Analysis; Cafe Duty; Hallway Duty; Detention,ISS

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.

Our stakeholders provide an essential role in developing our SIP Plan. Utilizing our school's newsletter, school website, parent messenger, and social media, our school community is invited to PTO, SAC, and Faculty Meetings in which the SIP Plan is developed and approved.

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

The SIP Plan 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 at monthly Leadership Meetings, SAC meetings, and PTO meetings. Teams will make revisions as needed to ensure continuous improvement.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) 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: C 2019-20: B

	2018-19: B
	2017-18: B
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	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	0	0	

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	0	
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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	15	57	57	35	49	28	87	53	54	435
One or more suspensions	0	1	2	2	6	3	33	61	51	159
Course failure in ELA	1	31	17	15	2	3	0	2	0	71
Course failure in Math	1	13	4	10	1	10	0	7	5	51
Level 1 on statewide ELA assessment	0	0	0	35	55	113	101	80	78	462
Level 1 on statewide Math assessment	0	0	0	33	58	142	154	84	72	543
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	

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	1	13	5	28	21	46	93	114	72	393

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	33	0	0	0	0	1	35
Students retained two or more times	0	1	0	0	11	0	8	8	0	28

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	15	57	57	35	49	28	87	53	54	435
One or more suspensions	0	1	2	2	6	3	33	61	51	159
Course failure in ELA	1	31	17	15	2	3	0	2	0	71
Course failure in Math	1	13	4	10	1	10	0	7	5	51
Level 1 on statewide ELA assessment	0	0	0	35	55	113	101	80	78	462
Level 1 on statewide Math assessment	0	0	0	33	58	142	154	84	72	543
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	

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	1	13	5	28	21	46	93	114	72	393

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	0	33	0	0	0	0	1	35
Students retained two or more times	0	1	0	0	11	0	8	8	0	28

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*	41	45	53	43	48	55	45		
ELA Learning Gains				48			49		
ELA Lowest 25th Percentile				39			35		
Math Achievement*	46	48	55	39	37	42	41		
Math Learning Gains				46			38		
Math Lowest 25th Percentile				43			36		
Science Achievement*	45	47	52	42	47	54	36		
Social Studies Achievement*	48	60	68	55	51	59	66		
Middle School Acceleration	86	77	70	71	42	51	56		
Graduation Rate		51	74		43	50			
College and Career Acceleration		33	53		66	70			
ELP Progress	51	47	55	47	69	70	46		

* 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](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	354
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	473
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	24	Yes	4	2
ELL	31	Yes	2	1
AMI				
ASN	80			
BLK	49			
HSP	49			
MUL	50			
PAC				

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%
WHT	57			
FRL	49			

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	1
ELL	36	Yes	1	
AMI				
ASN				
BLK	41			
HSP	47			
MUL	42			
PAC				
WHT	53			
FRL	46			

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	41			46			45	48	86			51
SWD	15			17			14	30			6	58
ELL	26			34			25	37			6	51
AMI												
ASN	80			80							2	
BLK	38			39			42	46	93		7	50
HSP	40			45			42	43	81		7	51

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
MUL	49			48			77				4	
PAC												
WHT	48			53			56	62	90		6	
FRL	39			43			43	45	86		7	51

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	43	48	39	39	46	43	42	55	71			47
SWD	16	36	33	16	32	27	15	43				20
ELL	28	44	35	27	37	39	21	45				47
AMI												
ASN												
BLK	38	41	35	33	45	37	29	57	74			25
HSP	42	49	39	39	47	45	44	53	68			48
MUL	48	46		38	40	45	33					
PAC												
WHT	50	51	44	46	47	47	51	57	82			
FRL	38	47	36	36	46	46	37	46	74			50

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	45	49	35	41	38	36	36	66	56			46
SWD	11	27	27	15	29	35	9	31				52
ELL	26	40	37	29	42	39	22	54				46
AMI												
ASN												
BLK	38	46	37	33	32	33	21	63	46			50
HSP	46	48	35	41	42	39	37	66	56			46
MUL	59	63		46	35		80					
PAC												
WHT	49	53	38	52	34	41	44	71	64			

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
FRL	41	47	33	36	35	37	30	63	52			44

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
05	2023 - Spring	51%	48%	3%	54%	-3%
07	2023 - Spring	32%	44%	-12%	47%	-15%
08	2023 - Spring	43%	44%	-1%	47%	-4%
04	2023 - Spring	53%	56%	-3%	58%	-5%
06	2023 - Spring	41%	44%	-3%	47%	-6%
03	2023 - Spring	36%	42%	-6%	50%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	46%	52%	-6%	54%	-8%
07	2023 - Spring	36%	37%	-1%	48%	-12%
03	2023 - Spring	52%	55%	-3%	59%	-7%
04	2023 - Spring	45%	61%	-16%	61%	-16%
08	2023 - Spring	62%	60%	2%	55%	7%
05	2023 - Spring	40%	52%	-12%	55%	-15%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	43%	-2%	44%	-3%
05	2023 - Spring	52%	50%	2%	51%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	92%	39%	53%	50%	42%

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

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	47%	59%	-12%	66%	-19%

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.

Proficiency in English Language Arts showed the lowest performance with 42.4% of students in Grades 3-8 demonstrating proficiency. Grades 3, 6, and 7 performed lower than our school average.

Contributing factors for 3rd grade include disrupted learning in their Kindergarten - 2nd grade school years due to the COVID-19 pandemic. Another contributing factor is the teacher shortage, as half of the 3rd grade teachers joined the team after the first quarter.

Contributing factors for grades 6 and 7 include a disruption in learning during their 3rd-6th grade school years due to the COVID-19 pandemic. Another contributing factor is the teacher shortage, as several of the ELA teachers joined the team several months into the school year. The delay in receiving district-adopted curriculum hindered these new teachers; Reading curriculum did not arrive from the Florida Textbook Depository until January.

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

Civics was the greatest decline from the prior year decreasing from 55% to 49%, a decrease of 6%. Of the teachers who taught Civics, 75% were teaching it for the first time and 50% of the teachers were first year teachers. One of those teachers did not begin until the second semester. In addition, due to Hurricane Ian, we had a major disruption of learning which greatly affected the momentum and scope and sequence of content.

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.

Civics was the greatest gap compared to the state average. Our school had 49% proficiency and the state was 66% proficient, a gap of 17% Of the teachers who taught Civics, 75% were teaching it for the first time and 50% of the teachers were first year teachers. One of those teachers did not begin until the second semester. In addition, due to Hurricane Ian, we had a major disruption of learning which greatly affected the momentum and scope and sequence of content.

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

Math had the most improvement from 39% to 51%, a 12% increase from the previous year. A major focus in math proficiency during math intervention time school wide. Math coaches and Peer Collaborative Teachers supported teacher and students daily using both push-in and pull-out strategies. Administration also worked with small groups throughout the year. Math had the most improvement from 39% to 51%, a 12% increase from the previous year. A major focus in math proficiency during math intervention time school wide. Math coaches and Peer Collaborative Teachers supported teacher and students daily using both push-in and pull-out strategies. Administration also worked with small groups throughout the year.

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

Chronic attendance concerns is an area of concern. 435 students, which is 31% have chronic absenteeism with ten or more absences throughout the year.

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

1. Increasing proficiency for our Students with Disabilities subgroup from 26% to at least 32%
2. Increasing proficiency for our English Language Learners subgroup from 36% to at least 41%
3. Increasing proficiency in Civics from 49% to at least 55%
4. Increasing proficiency in English Language Arts from 42% to at least 48%
5. Decreasing chronic absenteeism from 31% to 25% school wide.

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

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

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

Attendance Below 90% (Early Warning System) was identified as a crucial need, because 31% of students were chronically absent (absent 10% or more). This includes _____% of Students with Disabilities and _____% of English Language Learners being identified as chronically absent. The rationale for this Area of Focus centers on the fact that students must be present to receive the academic interventions and supports needed for achieving proficiency.

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

Veterans Park Academy or the Arts will decrease the percent of students who are chronically absent from 31% (2022-23) to 25% (2023-24) as indicated in Focus Attendance.

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

Teachers will receive a list of targeted students who were identified as chronically absent during the 2022-23 school year, so that they can monitor their attendance and respond as indicated. During the first 10 days of school, if any of these students are absent, the classroom teacher and admin. will immediately make contact with the family and plan individual attendance interventions. Students who continue their attendance trend after teachers and administration intervene, will be followed up with the social worker and parent involvement coordinator, which may include scheduling a conference and potential further steps. In order to improve these trends, the attendance committee will have a Tier II and III incentive plan in place to encourage students to attend school regularly. The attendance committee will meet twice each quarter to monitor attendance data. This team consists of Admin, Social Worker, MTSS Specialist, and one teacher from each grade level.

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.)

Students will receive tiered support to ensure they are given the supports they need to attend school each day. All students will receive tier I attendance support in alignment with best practices described below. Tier II Interventions based upon attendance monitoring data will be used to improve attendance rates. Students with chronic absences will be referred to the Child Study Team, as described below. This tiered support will lead to increased attendance rates as indicated in Focus.

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

These tiered interventions come from attendanceworks.org and our district's Intervention Services Department. The Student Attendance Success Plans and My Family's Help Bank come from Attendanceworks.org and the procedures are State law and District Policy.

Absences Add Up: How School Attendance Influences Student Success
Ginsburg, Alan, Phyllis Jordan and Hedy Chang. Attendance Works, August 2014.

Absent from School: Understanding and Addressing Student Absenteeism
Gottfried, Michael A. and Ethan L. Hutt, Harvard Education Press, February 2019.

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.

TIER I- School staff will greet students and families upon arrival to school in the morning (parent pick/ drop-off, walkways, bus ramp, classroom door, etc.)Teachers will take student attendance each morning by 8:15:00 a.m. At this time, teachers will update their classroom's ATTENDANCE MATTERS data tracker that hangs on the interior of their classroom doors. The easel by Parent Drop-off will say "Thank you for arriving on time!" until 7:50. At 7:55, the easel will alert and direct, "You're late! Come up to sign-in your child." The Attendance Committee will award Quarterly Attendance Certificates to students with perfect attendance --and later for students with greatly improved attendance. Each grade level will have one member serve on our Attendance Committee, which meets monthly and is led by our Intervention Specialists and supported by one admin. and our Social Worker.

Person Responsible: [no one identified]

By When: This committee will analyze monthly attendance data in relation to our SMART Goal, communicate that data to staff via office bulletin board, and revisit/communicate tiers of interventions as needed. Grade Level PLCs are scheduled to monitor and address the Attendance Goals within the Grade Level.

TIER II- Once a student has six or more tardies within a quarter, the student will receive a tardy letter and be invited to a Beat the Bell Challenge. If a student has been absent for two consecutive days without parent contact, the teacher will call home and note contact in Focus. Each quarter, admin. will present the Early Warning System data to the Attendance Committee to assist their PDSA. The Committee Chairs will then present this data along with any changes in interventions to the Leadership Team.

Person Responsible: [no one identified]

By When: Actions are triggered when a student has reached six or more tardies in a quarter and when there are two days absent without parent contact.

TIER III
The Intervention Specialists will download the attendance data each month to identify students with excessive absences and refer them to the Child Study Team. Three unexcused tardies or unexcused early sign-outs may be considered equal to one day of absence. An accumulation of daily unexcused absences or tardiness, or early sign-outs that equal five days in a calendar month or 10 days within a 90 calendar day period will be referred to the Child Study Team. This CST will include the family, teachers, and social worker. They will meet to create a Student Success Plan. Homeroom teachers/counselors will contact families of students with excessive absences and failing courses. An Administrative Academic Review meeting will be held after 10 days of any absence (excused or unexcused) per semester with the principal, parent, intervention specialist, and social worker. The documentation of this meeting will be in FOCUS.

Person Responsible: [no one identified]

By When: Actions are triggered when a student has reached 10 days absent.

#2. Instructional Practice specifically relating to ELA

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.

For English Language Arts Achievement, VPAA fell from 43% in 2022 to 42% in 2023.

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

Increase English Language Arts proficiency to at least 48% of students meeting or exceeding standards by May 2024 as measured by the Spring 2023 F.A.S.T Progress Monitoring Assessments.

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

This Area of Focus will be monitored using iReady Diagnostic Assessments, FAST Progress Monitoring, and the more frequent use of the District Exemplars. These can be analyzed through the iReady platform as well as through Performance Matters Unify and Power-Bi platforms. The Baseball Card Report and Scoreboard Report within the Performance Matters Unify platform will be used for the triangulation of data each interim and at the end of each quarter. Data within Power-Bi will be analyzed after our District Progress Monitoring Windows and F.A.S.T. Progress Monitoring.

Person responsible for monitoring outcome:

Edwin Carter (edwinlc@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.)

Students will receive tiered support to ensure they are given the supports they need to succeed in English Language Arts. All students will receive rigorous instruction aligned to grade level standards/benchmarks and text complexity. Small group instruction based upon progress-monitoring data will be used to improve student achievement.

Students with severe deficits in reading will receive interventions in a research-based reading program.

This tiered support will lead to increased learning gains by students in English Language Arts, as determined by iReady Diagnostic Assessments and F.A.S.T. Progress Monitoring.

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

Students will receive targeted direct small group instruction utilizing best strategic practices embedded through the benchmark based lesson. Students who are reading below grade level will be provided the support they need to read texts at grade level complexity and apply standards to demonstrate their understanding of the text. Students will be scaffolded with questions rather than answers to do so. (D. Coleman and S. Pimentel)
For students without a command of foundational reading skills, they will receive extensive instruction and practice in those skills required to achieve fluency and comprehension. These students need code-based, explicit, systematic and sequential instruction in reading. (N. Young, "The Ladder of Reading" 2017) We have adopted Read 180, System 44, and Phonics for Reading as our research-based reading programs to support our students with severe reading deficits. WWC Intervention Report found that READ 180 has positive effects on comprehension and general literacy achievement.

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.

In collaboration with a PCT, Coach, or Specialist, each PLC will plan for standards-based instruction. Through the model of Backward Design, PLCs will use the District Exemplar Assessment to plan for Instruction.

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: PLCs will meet weekly

Teachers will teach utilizing best practices and high yield strategies. Targeted classroom teachers will be coached by a PCT, Coach, or Specialist. Teachers will administer the District Exemplar Assessment to access learning.

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: Weekly

PLCs will analyze the results of exemplar. A PCT, Coach, or Specialist will facilitate this data analysis. The Comparative Results and the Student Item Analysis reports within the Performance Matters Unify platform will allow for the stratification of data

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: weekly

Based on the results of the District Exemplar Assessment, PLCs will adapt their instruction and teachers will reteach standards in targeted small groups for intervention. Teachers will re-assess learning and PLCs will use the data to reflect on the interventions.

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: weekly

Instructional time will be added for students who have not yet mastered the assessed standards. This time will be added to before and after school tutoring, Enrichment time (P.E. Waiver), Learning Lions time, and critical thinking classes. A PCT, Coach, or Specialist will guide the PLC in identifying areas of acceleration in each targeted group of students (T).

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: weekly

For students with severe comprehension deficits (two or more years below grade level), they will receive small group instruction using the research-based reading program, Read 180 or Phonics for Reading. Progress will be monitored using the Comprehension Skills Report (Read 180) or DIBELS (Phonics for Reading). For students with decoding deficits, they will receive small group instruction using the code-based, explicit, systematic and sequential instruction using System 44, Phonics for Reading, Fly Leaf, or Read Well. Progress will be monitored using DIBELS Fluency. For students in the ELL and SWD subgroups, they will additionally participate in Mindplay (SWD) and Imagine Learning (ELL) programs.

Person Responsible: Rebecca Mendes (rebeccajm@leeschools.net)

By When: weekly

#3. Instructional Practice specifically relating to Math

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.

For Math Achievement, VPAA rose from 39% in 2023 to 51% in 2024. Math has been a focus of Veterans Park Academy for the Arts for the past two years, and the growth made in math was greater than any other component.

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

Increase Mathematics Learning gains to at least 56% of students demonstrating gains from 2023 FAST Progress Monitoring to Spring 2023 F.A.S.T. Progress Monitoring and End of Course (EOC) Assessments.

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

This Area of Focus will be monitored using the predictive value of FAST Progress Monitoring, iReady Diagnostic Assessment (STAR for Algebra) and the more frequent use of the District Math Exemplar Assessments. These can be analyzed through the iReady/Renaissance Place platforms as well as through Performance Matters Unify and Power-Bi platforms. The Baseball Card Report and Scorecard Report within Performance Matters Unify platform will be used for the triangulation of data each interim and at the end of each quarter. Data within Power-Bi will be analyzed after our District Progress Monitoring Windows and F.A.S.T. Progress Monitoring.

Person responsible for monitoring outcome:

Edwin Carter (edwinlc@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.)

Weekly school-wide Professional Learning Communities (PLC) will cycle through
targets, evidence, and actions, using these guiding questions:
1. STANDARDS: What do we want our students to know and be able to do?
2. ASSESSMENT: How will we know if they learn it?
3. INSTRUCTION: How will we teach it?
4. RESPONSE: How will we reteach, accelerate, or extend learning?

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

Peer Collaborative Teachers, Coaches, or Specialist will collaboratively plan and support all Math PLCs. Targeted classroom teachers will include coaching. (T) These PLC cycles will lead to increased learning gains by students in Mathematics, as determined by FAST Progress Monitoring iReady Diagnostic Assessments (STAR for Algebra) and Fall 2023 F.A.S.T. Progress Monitoring and Spring 2024 F.A.S.T. Progress Monitoring.

A Professional Learning Community is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 Collective Teacher Efficacy is strongly correlated with student achievement. PLCs allow for teachers to have a collaborative conversation based on evidence. Together teachers can achieve more, especially if they collectively believe they can do so.

DuFour, R., Eaker, R., & Many, T. (2010). Learning by Doing: A Handbook for Professional Learning Communities at Work (2nd ed.) Bloomington, IN: Solution Tree.
Hattie, J. (December 2017) Visible Learning Plus.com

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.

In collaboration with a PCT, Coach, or Specialist, each PLC will plan for standards-based instruction. Through the model of Backward Design, PLCs will use the District Exemplar Assessment to plan for instruction.

Person Responsible: Jaclyn Kustra (jaclynk@leeschools.net)

By When: weekly

Teachers will teach utilizing best practices and high yield strategies. Targeted classroom teachers will be coached by a PCT, Coach, or Specialist. Teachers will administer the District Exemplar Assessment to assess learning.

Person Responsible: Jaclyn Kustra (jaclynk@leeschools.net)

By When: weekly

PLCs will analyze the results of exemplar. A PCT, Coach, or Specialist will facilitate this data analysis. The Comparative Results and the Student Item Analysis reports with the Performance Matters Unify platform allow for this stratification of data.

Person Responsible: Jaclyn Kustra (jaclynk@leeschools.net)

By When: weekly

Instructional time will be added for students who have not yet mastered the assessed standards. This time will be added from before and after school tutoring, Enrichment Time (P.E. Waiver), Learning Lions, and critical thinking additional Math courses. A PCT, Coach or Specialist will guide the PLC in identifying areas for acceleration in each targeted group of students (T). For students in the ELL and SWD subgroups, they will additionally participate in Imagine Math (ELL) at-home Reflex math and Frax Math Challenges as well as ALEKS computerized support.

Person Responsible: Jaclyn Kustra (jaclynk@leeschools.net)

By When: weekly

#4. 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.

For VPAA's Students with Disabilities, English Language Arts Learning Gains, VPAA rose from 26.7% in 2021 to 35.8% in 2022. This is an increase of 9.1% and above the District of Lee Co. by 3.1%.

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

Increase Students with Disabilities, English Language Arts Achievement 25% of students will be proficient on the Spring 2023 F.A.S.T. Progress Monitoring.

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

This Area of Focus will be monitored using FAST Progress Monitoring, iReady Diagnostic Assessments and the more frequent use of the Mindplay Assessment. These can be analyzed through the iReady and Mindplay platforms as well as through Performance Matters Unify and Power-Bi platforms. The Baseball Card Report and Scorecard Report within the Performance Matters Unify platform will be used for the triangulation of data each interim and at the end of the quarter. Data within Power-Bi will be analyzed after our District Progress Monitoring Windows and F.A.S.T. Progress Monitoring.

Person responsible for monitoring outcome:

Edwin Carter (edwinlc@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.)

Targeted small group instruction with lessons based off benchmarks driven strategic practice and evidence-based practices will be used to teach students with disabilities.
1. Control of task difficulty.
2. Small, interactive groups
3. Think alouds
4. Advanced organizers/activate prior knowledge
5. Self monitoring
6. Presentation of learning in multiple ways
7. Memory strategies
8. Use of student interest
9. Collaboration with IEP team

These stated strategies do the following:
- Hold all students to high academic standards:
- Prepare all students for success in college and career;
- Guarantee that steps are taken to help students improve; and
- Hold educators accountable for student outcomes.

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

Individualized supports are provided to students with significant disabilities to enable them to fully participate and make progress within the general education curriculum.

Students receive instructional support in the general education classroom or other inclusive activities and

environment.
Jorgensen, C.M., McSheehan, M., Schuh, M., & Sonnenmeier, R.M. (2012). Essential Best Practices in Inclusive Schools.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Provide classroom teachers with a copy of the student's current IEP. The classroom teacher and ESE teacher will collaborate to ensure that they understand the student's academic and/or social/emotional goals as well as their accommodations for classroom assignments/assessments and standardized assessments so that they are being addressed and met by both teachers.

Person Responsible: Ariana DiRenzo (arianald@leeschools.net)

By When: weekly

Students on Standard-Assessment will push-in to Gen Ed classrooms strategically. They will also participate in all of the same Progress Monitoring and Exemplars as well.
1. Data Review
2. Test specs and design standards based lessons.
3. Identify area of greatest need.
4. Targeted small group instruction with supports.
5. Progress monitoring

Person Responsible: Ariana DiRenzo (arianald@leeschools.net)

By When: weekly

ELA & Math Academic support including tutoring beginning October- April 2024 to target students in grades 3-8 (T) Instructional time will be added for students who have not yet mastered the assessed standards. This time will be added to before and after school tutoring, Enrichment Time (P.E. Waiver), Learning Lab, Learning Lions Time. A PCT, Coach, or Specialist will guide the PLC in identifying areas for acceleration in each targeted group of students. They will additionally participate in evening, at-home Reflex Math and Frax Math Challenges and ALEKS. ELA the students are able to work on iReady instruction and Mindplay at home as well.

Person Responsible: Ariana DiRenzo (arianald@leeschools.net)

By When: weekly

#5. ESSA Subgroup specifically relating to English Language Learners

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.

For VPAA's English Language Learners, English Language Arts Learning Gains, VPAA rose from 40.5% in 2021 to 43.6% in 2022. This is a 3.1% increase.

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

Increase ELL English Language Arts learning gains to at least 49% of students demonstrating gains from Fall 2022 F.A.S.T. Progress Monitoring to Spring 2023 F.A.S.T. Progress Monitoring.

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

This Area of Focus will be monitored using iReady Diagnostic Assessments and the more frequent use of the iReady Standards Mastery Assessments. These can be analyzed through the iReady platform as well as through Performance Matters Unify and Power-Bi platforms. The Baseball Card Report and Scorecard Report
within the Performance Matters Unify platform will be used for the triangulation of data each interim and at the end of the quarter. Data within Power-Bi will be analyzed after our District Progress Monitoring Windows and F.A.S.T. Progress Monitoring. Data will be more frequently monitored via the Imagine Learning platform.

Person responsible for monitoring outcome:

Edwin Carter (edwinlc@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.)

Targeted small group instruction with lessons based off benchmarks driven strategic practice and evidence-based practices will be used to teach English language Learners.
1. Control of task difficulty.
2. Small, interactive groups
3. Think alouds
4. Advanced organizers/activate prior knowledge
5. Self monitoring
6. Presentation of learning in multiple ways
7. Memory strategies
8. Use of student interest
9. Collaboration with ELL team

These stated strategies do the following:
- Hold all students to high academic standards:
- Prepare all students for success in college and career;
- Guarantee that steps are taken to help students improve; and
- Hold educators accountable for student outcomes.

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

Echevarría, J., & Colburn, A. (2006). Designing lessons: Inquiry approach to science using the SIOP®

Model. In A. Fathman & D. Crowther, (Eds.), Science for English language learners (pp. 95–108). National Science Teachers Association Press.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

Provide classroom teachers with access to the WIDA scores. The classroom teacher and ESOL department will collaborate to ensure that they understand the student's academic goals as well as their accommodations for classroom assignments/assessments and standardized assessments so that they are being addressed and met by both teachers.

Person Responsible: Michelle Owens (michellemow@leeschools.net)

By When: weekly

ELL students will participate in all of the same Progress Monitoring and Exemplars as well.
1. Data Review
2. Test specs and design standards based lessons.
3. Identify area of greatest need.
4. Targeted small group instruction with supports.
5. Progress monitoring

Person Responsible: Michelle Owens (michellemow@leeschools.net)

By When: weekly

ELA & Math Academic support including tutoring beginning October- April 2023 to target students in grades 3-8 (T)
Instructional time will be added for students who have not yet mastered the assessed standards. This time will be added to before and after school tutoring, Enrichment Time (P.E. Waiver), Learning Lab, Learning Lions Time. A PCT, Coach, or Specialist will guide the PLC in identifying areas for acceleration in each targeted group of students. They will additionally participate in evening, at-home Reflex Math and Frax Math Challenges and ALEKS. ELA the students are able to work on iReady, Imagine Learning and Imagine Math instruction at home as well.

ESOL Paraprofessionals are strategically assigned to ELL students for instructional support, and to assist in the implementation of SIOP Strategies.

Person Responsible: Michelle Owens (michellemow@leeschools.net)

By When: weekly

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 addressed 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)

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

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

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

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

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

Reporting data on the 2023 FAST ELA Reading Progress Monitoring 3, 54% of Kindergarteners and 66% of 2nd Graders scored below proficiency. 1st Grade was not identified as critical need, as 54% were proficient.

For the first 2023 FAST ELA Reading Progress Monitoring, 66% of 1st Graders and 47% of 2nd Graders are below benchmark. Kindergarten will be assessed by mid-September.

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

Reporting data on the 2023 FAST ELA Reading Progress Monitoring 3, 62% of 3rd Graders scored below a Level 3. 4th and 5th Grades were not identified as critical need, as 53% were proficient in 4th Grade and 52% were proficient in 5th Grade.

For 2023 FAST ELA Reading Progress Monitoring 1, 87% of 3rd Graders, 82% of 4th Graders, and 66% of 5th Graders scored below a level 3.

3rd and 4th Grades are priorities, as only 13% and 18% are proficient at the first progress monitoring window. For students that scored below a Level 3, 60% of 3rd and 4th Graders scored a Level 1. Other forms of progress monitoring used will include DIBELS and iReady.

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

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

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

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

Grades K-2 Measurable Outcomes

Increase Reading proficiency to at least 59% of kindergarten students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Star Assessment.
Increase Reading proficiency to at least 59% of 1st grade students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Star Assessment.
Increase Reading proficiency to at least 53% of 2nd grade students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Star Assessment.

Grades 3-5 Measurable Outcomes

Increase Reading proficiency to at least 43% of 3rd grade students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Assessment.
Increase Reading proficiency to at least 58% of 4th grade students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Assessment.
Increase Reading proficiency to at least 57% of 5th grade students in meeting or exceeding standards by May 2023 as measured by Progress Monitoring 3 FAST Assessment.

Monitoring

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

This Area of Focus will be monitored using FAST, iReady Diagnostic Assessments, DIBELS, and the more frequent District Exemplars.These can be analyzed through the Cambium Assessments Reporting, iReady,
Performance Matters Unify, and Power-Bi platforms. The Baseball Card Report and Scorecard Report within the Performance Matters Unify platform will be used for the triangulation of data each interim and at the end of each quarter. Data within Power-Bi will analyzed after our three District and State Progress Monitoring Windows. In addition to the District and State Progress Monitoring, forms of more frequent weekly progress monitoring include Read Well (K-1), Fly Leaf (Grade 2), DIBELS (2-5), and iReady (K-5) for students who are not yet proficient in reading.

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

Carter, Edwin, edwinlc@leeschools.net

Evidence-based Practices/Programs

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

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

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

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

Peer Collaborative Teachers or Coaches will collaboratively plan and support ELA PLCs in alignment to the B.E.S.T. Standards. Targeted classroom teachers will include coaching. (T) Two Reading Teachers, and Four paraprofessionals will be used to support subgroups and students struggling to meet grade level expectations (T).

In alignment with our district's K-12 Comprehensive Evidence-based Reading Plan, we have adopted Read Well, Fly Leaf, and Phonics for Reading as our research-based reading programs to support our students with severe reading deficits. WWC Intervention Report found that Read Well has promising evidence for English language development. WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade found strong evidence of this recommendation: Teach students to decode words, analyze word parts, and write and recognize words.

This tiered support will lead to increased learning gains by students in English Language Arts, as determined by Spring 2024 FAST results.

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

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

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

Students will receive targeted direct small group instruction utilizing best strategic practices embedded throughout the standards-based lesson. Students who are reading below grade level will be provided the support they need to read texts at grade level complexity and apply standards to demonstrate their understanding of the text. Students will be scaffolded with questions rather than answers to do so. (D. Coleman and S. Pimentel) For students without a command of foundational reading skills, they will receive extensive instruction and practice in those skills required to achieve fluency and comprehension. These students need code-based, explicit, systematic and sequential instruction in reading. (N. Young, "The Ladder of Reading" 2017)

These adopted reading programs will be used by teachers to carry out the recommendation Teach students to decode words, analyze word parts, and write and recognize words. (WWC, Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016)

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
1. In collaboration with a PCT, Coach, or Specialist, each PLC will plan for standards-based instruction. Through the model of Backward Design, PLCs will use the District Exemplar Assessment to plan for instruction.	Mendes, Rebecca, rebeccajm@leeschools.net
Teachers will teach utilizing best practices and high yield strategies. Targeted classroom teachers will be coached by a PCT, Coach, or Specialist. Teachers will administer the District Exemplar Assessment to assess learning.	Mendes, Rebecca, rebeccajm@leeschools.net
PLCs will analyze the results of exemplar. A PCT, Coach, or Specialist will facilitate this data analysis. The Comparative Results and the Student Item Analysis reports within the Performance Matters Unify platform allow for the stratification of data.	Cruz, Andrea, andrearc@leeschools.net
Based on the results of the District Exemplar Assessment, PLCs will adapt their instruction and teachers will reteach standards in targeted small groups for intervention. Teachers will re-assess learning, and PLCs will use the data to reflect on the interventions.	Cruz, Andrea, andrearc@leeschools.net
Instructional time will be added for students who have not yet mastered the assessed standards. This time will be added from Breakfast Bunch, Enrichment Time (P.E. Waiver), and After School Tutoring. A PCT, Coach, or Specialist will guide the PLC in identifying areas for acceleration in each targeted group of students. (T)	Mendes, Rebecca, rebeccajm@leeschools.net
For students with decoding deficits, they will receive small group instruction using the code-based, explicit, systematic and sequential instruction using Read Well, Fly Leaf, or Phonics for Reading. Weekly progress will be monitored using Read Well, Fly Leaf, and/or DIBELS Fluency. These programs support teachers in carrying out the recommendation, Teach students to decode words, analyze word parts, and write and recognize words. 1. Teach students to blend letter sounds and sound–spelling patterns from left to right within a word to produce a recognizable pronunciation. 2. Instruct students in common sound–spelling patterns. 3. Teach students to recognize common word parts. 4. Have students read decodable words in isolation and in text. 5. Teach regular and irregular high-frequency words so that students can recognize them efficiently. 6. Introduce non-decodable words that are essential to the meaning of the text as whole words.	Cruz, Andrea, andrearc@leeschools.net

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.

For the 2023-2024 school year, we will begin with a Volunteer Breakfast to provide information with our families and stakeholders about the upcoming school year. This will allow more people to be involved with processes and protocols relating to school improvement. At this meeting we will elicit our stakeholders to be a part of our SAC and PTO, where information is disseminated about school improvement plan information. We plan to utilize school messenger, which information is shared in multiple languages, as well as using translators to with speakers of other languages.

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))

As a school, we have planned many events to build the home-school connection. This events include Pride Night, Curriculum night, Student Led Conferences, in addition to our Arts presentations to assist with informing parent about their child's progress. Information will be shared using the school newsletter, which is translated in other languages, as will as our Social Media sites to be sure families and other Stakeholders are informed of these events. As a school we will also use our School's Website to additionally share the information.

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

Our school plans to strengthen the academic programs through tutoring, additional school supplies, teachers, and paraprofessionals to support the quality of learning for all of our students. These additional supplies and resources will help enrich and accelerate the curriculum.

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))

Our school has created a plan to address our ESSA groups to support their educational progress through enrichment and acceleration utilizing school personnel, as well as our school's social worker to provide information about violence prevention programs, nutrition programs, housing programs, and Head Start programs.

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))

Veterans Park Academy for the Arts has a Mental Health Team which consists of Social Worker, School Counselors, Administration, and licensed mental health counselors. Weekly counseling services are provided to students based on need and referral. The Mental Health Team meets weekly to discuss services for students. Each month, all middle school students participate in Wellness Wednesday, which includes mental health education.

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))

The Career Technical Program is embedded into core classes and students also receive Junior Achievement in the spring of each year. High school opportunities are advertised throughout the year with the Assistant Principal and School Counselor. Many middle school students are enrolled in high school level courses. Our middle school acceleration points earned was 91% for the 2022-23 school year.

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

Veterans Park Academy for the Arts has 10 ESE Resource Teachers, 13 self-contained ESE Teachers, 17 ESE Paraprofessionals, 1 Behavior Specialist, and 2 Deans of students to help facilitate needs, goals, and supports for students on campus. We have a Sensory Room, Restorative Room, Learning Lab, and Resource Rooms for our ESE population. Supports are intensified based on student need. Some students on campus also have Registered Behavior Technician (RBT) to support individual student needs.

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))

At the beginning of the school year, a needs assessment is completed to assess the professional development needs of all teachers and staff. Veterans Park Academy for the Arts hosts Professional Learning Communities each Wednesday in which Collaborative TEams meet to participate in the PLC Cycle. Each quarter, an Early PD Day is provided for teachers to continue their learning. APPLES is our preparing new educators program. This team of teachers meet once a month for new teacher PD.

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))

A Kindergarten Open House is provided midyear for preschool children. During this time, families are provided with readiness activities. During the summer, a Jumpstart to Kindergarten is provided for oncoming kindergarten students. This program ensures a smooth transition to Kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
5	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$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.

Yes