Orange County Public Schools

Passport Charter School

2023-24

Schoolwide Improvement Plan (SIP)

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Passport Charter

5221 CURRY FORD RD, Orlando, FL 32812

[no web address on file]

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.

The mission of the Passport School, Inc. is to provide instruction to students in Kindergarten through 8th grade based on the individual needs of children in an inclusive environment where children with disabilities are educated with their non-disabled peers. The school will achieve its mission through low student teacher ratios, cooperative learning, multi-sensory-hands-on-learning, frequent assessment and extensive networking with parents, faculty, administration, staff, friends and businesses within the community

Provide the school's vision statement.

The Core Philosophy of the Passport School, Inc. is to provide an inclusive environment where children can strive to be successful and learn to accept each other's differences while working together. Faculty, staff, administrators and parents will work together to provide academic and social guidance

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
Garcia, Osvaldo	Principal	As a K-8th grade school the principal does the following: Manage school activities and staff, including teachers and support personnel Establish and oversee class schedules Develop, implement, and maintain curriculum standards Counsel and discipline students Observe teachers and evaluate their performance Meet with parents and teachers to discuss students' progress and behavior Assess and prepare reports on test scores and other student achievement data Organize professional development programs and workshops for staff Manage the school's budget, order school supplies, and schedule maintenance Establish and coordinate security procedures for students, staff, and visitors As the principal of a K-8 school the principal directs the overall operation of school. I set and oversee academic goals and ensure that teachers have the equipment and resources to meet those goals. The principal establishes and supervises additional programs in the school, such as counseling, extracurricular activities, and before- and after-school childcare.

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

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

The school has two committees involved in the schools progress and development:

Parent Teacher Organization (PTO)
Parent Teacher Organization (PTO) is an organization that works on bringing together parents, teachers, and sometimes students within a particular school or school district, usually for fund-raising, building parent involvement and community at school and other activities relating to the welfare of the school.
The School Advisory Council (SAC)
The School Advisory Council (SAC) is a team of people representing various segments of the community–parents, teachers, students, administrators, support staff, business/ people and other interested community members. The purpose of a SAC is to assist in the preparation and evaluation of the improvement plan and to assist the principal with the annual school budget and the School Improvement Plan.

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))

After its development at the beginning of the school year, the SAC committee will meet every quarter and evaluate the progress the school is making toward the school improvement plans goals. The committee is composed of parents, school administration and teachers representatives.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
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) Hispanic Students (HSP) 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: C 2018-19: C 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	1	5	2	4	1	3	2	5	5	28
One or more suspensions	0	0	0	0	0	1	0	3	0	4
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	1	1	2
Level 1 on statewide ELA assessment	3	6	9	2	9	8	8	2	6	53
Level 1 on statewide Math assessment	4	5	8	2	11	8	4	4	4	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	6	9	2	9	8	8	3	7	59

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	8	16	19	8	21	19	14	11	15	131

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	1	0	3	1	0	0	1	3	9
One or more suspensions	0	0	0	0	0	0	0	2	0	2
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	1	1	2
Level 1 on statewide FSA ELA assessment	7	6	9	2	9	8	8	2	6	57
Level 1 on statewide FSA Math assessment	4	5	8	2	11	8	4	4	4	50
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	6	9	2	9	8	8	3	7	59

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	8	16	19	8	21	19	14	11	15	131

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	56	53	49	57	55	49		
ELA Learning Gains				53			63		
ELA Lowest 25th Percentile				42			80		
Math Achievement*	51	59	55	40	41	42	39		
Math Learning Gains				69			46		
Math Lowest 25th Percentile				54			45		
Science Achievement*	43	56	52	28	57	54	36		
Social Studies Achievement*	71	68	68	73	63	59	50		
Middle School Acceleration	0	74	70		52	51	0		
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress		55	55	40	73	70	52		

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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	271
Total Components for the Federal Index	6
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	448
Total Components for the Federal Index	9
Percent Tested	100
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	19	Yes	2	2
ELL	51			
AMI				
ASN				
BLK				
HSP	50			
MUL				
PAC				
WHT	54			

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%
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	25	Yes	1	1
ELL	48			
AMI				
ASN				
BLK				
HSP	50			
MUL				
PAC				
WHT	46			
FRL	47			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			51			43	71	0			
SWD	19			19							2	
ELL	44			52			35	67			5	
AMI												
ASN												
BLK												
HSP	43			49			39	60			5	
MUL												

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
PAC												
WHT	67			40							2	
FRL	50			46			41	65			5	

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	49	53	42	40	69	54	28	73				40
SWD	18	29	33	11	50	43	9					9
ELL	44	53	35	37	67	50	31	73				40
AMI												
ASN												
BLK												
HSP	46	54	45	38	69	55	31	71				40
MUL												
PAC												
WHT	53	43		29	57							
FRL	45	50	40	32	66	52	21	75				44

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	49	63	80	39	46	45	36	50	0			52
SWD	9	38		4	44							
ELL	44	70	86	30	35	33	23	62				52
AMI												
ASN												
BLK												
HSP	45	63	79	36	46	44	32	53				52
MUL												
PAC												
WHT	64			55								
FRL	47	63	71	33	37	47	35	43				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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide</u> <u>assessments</u>.

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	55%	54%	1%	54%	1%
07	2023 - Spring	64%	45%	19%	47%	17%
08	2023 - Spring	43%	46%	-3%	47%	-4%
04	2023 - Spring	36%	60%	-24%	58%	-22%
06	2023 - Spring	43%	44%	-1%	47%	-4%
03	2023 - Spring	56%	52%	4%	50%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	53%	-10%	54%	-11%
07	2023 - Spring	68%	38%	30%	48%	20%
03	2023 - Spring	72%	59%	13%	59%	13%
04	2023 - Spring	23%	62%	-39%	61%	-38%
08	2023 - Spring	71%	58%	13%	55%	16%
05	2023 - Spring	45%	55%	-10%	55%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	48%	50%	-2%	44%	4%
05	2023 - Spring	32%	59%	-27%	51%	-19%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	61%	7%	66%	2%

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.

2nd, 4th and 5th grade ELA and Math scores were the lowest.

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

2nd grade showed the greatest decline.

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.

Students with disabilities had the greatest gap average when compared with the State's average.

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

3rd grade had the greatest improvement in both ELA and Math.

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

Students with excessive unexcused absences.

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

Our highest priority will be improving the performance with students with disabilities.

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.

Work more proactively with the District's Social Worker to help improve and reduce the number of unexcused absences.

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

Reduce the number of students who have 10% absences by 2 %.

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

Meet regularly with the School Social worker to monitor unexcused absences.

Person responsible for monitoring outcome:

Osvaldo Garcia (osvaldo.garcia@ocps.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.)

Conduct regular meetings with parents of students with excessive absences.

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

We believe that absences have a direct link to student performance. The conferences will help educate parents on the link of attendance and performance as well as consequences for not complying with attendance policies.

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 2 - Moderate 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.

School secretary will print weekly attendance to identify student who have excessive absences.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Weekly

Send attendance warning letters to notify the parents of irregular attendance.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: As needed.

Conduct truancy meetings as necessary.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Throughout the year.

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Assist our students with disabilities will be our priority to help improve academically and as a result in the States' testing.

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

Students with disabilities will improve their state testing performance to at least meet the state's minimum achievement percentage of 41%.

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

The ESE/MTSS teacher will meet regularly with the teachers regarding student's performance and monitor interventions.

Person responsible for monitoring outcome:

Osvaldo Garcia (osvaldo.garcia@ocps.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.)

Monitor MTSS with fidelity.

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

To ensure that teachers are implementing the proper interventions based on students' ability.

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.

Ensure that teachers are making accommodations to meet the academic needs of Students with disabilities.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Throughout the school year

Ensure teachers are monitoring and helping the students with disabilities improve through the MTSS process.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Throughout the school year.

Model small group sessions and individual intervention sessions for the teachers with students with disabilities

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Throughout the school year.

Provide professional development opportunities in helping students with disabilities.

Person Responsible: Osvaldo Garcia (osvaldo.garcia@ocps.net)

By When: Throughout the school year.

No description entered

Person Responsible: [no one identified]

By When:

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).

n/a

Title I Requirements

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

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

Every quarter the ESE/MTSS teacher will send a letter letting the parents know how the students are progressing academically. Teachers will conduct regular MTSS meetings with parents to report students progress and how the parents may assist at home also.

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))

The school will keep parents informed via our social media platforms, Class Dojo, Google classrooms and weekly newsletters. The teachers will also conduct regular meetings with parents to keep them informed and work cooperatively with them.

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 will focus more in direct instruction with small group intervention over self direct computer programs.

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 believe that improving parental involvement through regular meetings will assist student achievement as well as the school positive climate.

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 school has adopted the OCPS mental health plan and already collaborates with the District in providing counseling services, and mental health services through local agencies as deemed necessary.

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))

We provide career guidance through weekly lessons to the 8th grade class. We also provide the option to pursue pre ETS services for students with disabiliites.

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 school follows the State and local MTSS requirements through daily interventions.

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))

We provide inhouse training as well as access to the OCPS training platform (Canvas). Our teachers have access to all OCPS training opportunities.

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))

The Kindergarten teacher communicates with the parents of incoming Kindergarten students and provides a packet with prerequisite skills their students should have prior to school starting. We also hold an open house/meet the teacher day before the beginning of the school year for all news students.

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: ESSA Subgroup: Students with Disabilities	$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