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Access Charter

6000 E COLONIAL DR, Orlando, FL 32807

<https://alomaes.ocps.net/>

School Board Approval

This plan was approved by the Orange County School Board on 9/13/2023.

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.

Access Charter is a 6-12 grade exceptional education program designed to meet the needs of students diagnosed with Autism Spectrum Disorder and students with significant cognitive and social skill delays and their families. With a commitment to outstanding academic, vocational, and functional life programs it is our mission to provide each student and educational environment which fosters understanding, compassion, and respect. Through partnerships with students, families and the community Access Charter is dedicated to meeting the individual education, social, and emotional needs of each student. It is with this commitment that our students will be prepared to live meaningful and productive post-school lives.

Provide the school's vision statement.

Access Charter strives to prepare students to become lifelong learners and active citizens. Through our academic, social - emotional, functional life skills and vocational programs we are committed to providing students with the opportunities to learn and work in their communities. Our hope is that students are prepared to for post-school life with the skills necessary to function at their best abilities.

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
Watkins, Roger	Principal	The Principal is responsible for the overall operation of the school. Some of these operations include being an instructional leader, hiring effective faculty and staff, providing teachers with actionable feedback to improve instructional pedagogy, creating a safe and positive school culture, supervising and evaluating faculty and staff, maintain secure funding for the school and conducting meetings to create academic action plans to address students' needs and improve student achievement school wide.

Stakeholder Involvement and SIP Development

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

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

School Leadership team will include the Principal, Assistant Principal, Staffing Coordinator, Curriculum Resource Teacher and the Vocational Resource Teacher. Student data will be reviewed by the school leadership team and presented to teachers and staff. The instructional team will meet on a regular basis to collaborate, problem solve, share practices, evaluate implementation, make decisions, and practice

new skills. Classroom trainings are developed as a team and incorporate input from all therapy departments. Staff will participate in regular professional development opportunities reviewing strategies for successful implementation of the SIP. Instructional team members, parents and students (if ability to participate) will be provided opportunities to share input in regard to the SIP through surveys, public meetings and school advisory council meetings.

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))

Classroom strategies are monitored using weekly classroom walkthroughs. The administration team reviews lesson plans weekly and provides feedback to instructors as needed. BOY, MOY and EOY data is reviewed to determine student growth and identify areas of needs. Based on data from classroom assessment and instructional tools the SIP will be monitored for need of revisions. Monthly school leadership, teacher, therapists and paraprofessional meetings are scheduled to review strategies and provide feedback to members of the school team.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	70%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING

DJJ Accountability Rating History
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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	3	3	1	7
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	9	7	20	36
	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	3	3	1	7

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	0	
Students retained two or more times	0	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	0	0	0	0	0	0	0	3	3	1	7
One or more suspensions	0	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	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	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	9	7	20	36
	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	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	0

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	49	50	33	49	51	41		
ELA Learning Gains				34			42		
ELA Lowest 25th Percentile				8			21		
Math Achievement*	45	34	38	29	36	38	34		
Math Learning Gains				43			40		
Math Lowest 25th Percentile									
Science Achievement*	43	66	64	42	31	40	34		
Social Studies Achievement*	18	66	66	49	43	48	62		
Middle School Acceleration					44	44			
Graduation Rate	7	87	89	7	62	61	25		
College and Career Acceleration		65	65		70	67			
ELP Progress		45	45						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	146
Total Components for the Federal Index	5
Percent Tested	94
Graduation Rate	7

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	245
Total Components for the Federal Index	8
Percent Tested	95
Graduation Rate	7

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	29	Yes	4	2
ELL				
AMI				
ASN				
BLK	31	Yes	4	2
HSP	46			
MUL				
PAC				
WHT	26	Yes	3	3

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				

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	31	Yes	3	1
ELL				
AMI				
ASN				
BLK	16	Yes	3	1
HSP	51			
MUL				
PAC				
WHT	12	Yes	2	2
FRL				

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			45			43	18		7		
SWD	33			45			43	18			5	
ELL												
AMI												
ASN												
BLK	20			42							2	
HSP	43			55			55	29			4	
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	31			41			43	15			5	
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	33	34	8	29	43		42	49		7		
SWD	33	34	8	29	43		42	49		7		
ELL												
AMI												
ASN												
BLK	14	20		9				20				
HSP	50	44		45	52		42	74				
MUL												
PAC												
WHT	14	8		13								
FRL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	41	42	21	34	40		34	62		25		
SWD	41	42	21	34	40		34	62		25		
ELL												
AMI												
ASN												
BLK	32	31		17			10					
HSP	54	58		48	53		56			20		
MUL												
PAC												
WHT	28	27					28					
FRL												

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	45%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	38%	*	48%	*

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.

Our 22-23 performance showed lowest results in reading with a decrease of 36% of students performing at a level three or higher. This is in comparison to the 21-22 school year performance which identified 65% of students performing at a level three or higher. Contributing factors would include the significance of the students' disabilities and the rigor of the assessment. Students assessed have difficulty with focus and retention of information presented in long and rigorous passages. Based on the EOY for iReady ELA assessments 58% of students were showing improvement in iReady assessments. Although growth was evident in the EOY iReady students were still performing grade level for their grade due to significant cognitive and learning delays.

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

Our greatest decline in performance scores for the 22-23 school year were identified in Reading/ELA. Contributing factors would include the significance of the students' disabilities and the rigor of the assessment. Students assessed have difficulty with focus and retention of information presented in long and rigorous passages. Another area which could be a contributing factor is attendance. We experienced 20% of students miss 20 percent or more of the school days during the year. Often this is due to medical or possibly behavior that is related to the students' disability.

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.

When comparing overall federal percent points among state ESE schools ACS is in the top 16% of schools. Within the district ACS was in the top 3 ESE schools. To compare Exceptional Education Students with students working towards standard diploma options is not an equal comparison. This data shows that the students at our school are making progress above or equal to other ESE schools within the state and district. Additionally, students are measured within the school setting based on progress towards meeting their Individual Education Plan goals which focus on academic, transition planning, independent functioning and social and emotional skills. These goals are not measured within standardized assessment. 87% of schools at Access Charter mastered 80% or more of their IEP goals within the 22-23 school year.

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

High school Geometry showed the most improvement for the 22-23 school year with 52% of students scoring at a level 3 or higher whereas 29% of students did so in the 22-23 school year. One change that would have contributed to this is the increase in visual supports and aligning language to the development of math skills. Students were coached throughout the year on terminology and how it aligned to completing mathematical problems. Visual were provided through a variety of curriculum resources which encouraged and supported students to better understand the processes and solve problems.

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

Two areas of concern based on the early warning signs include students' attendance and students' reading levels. Reading and comprehension is a large contributor to students' understanding ability to participate during the FSAA assessment. Much of this assessment requires long passages of reading within all segments of the assessment. The second is attendance. 20% of students missed 20% or more school days during the 22-23 school year. In many cases this is related to the students' individual medical or disability needs.

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

Increase monitoring of student progress throughout the year through BOY, MOY, EOY of iReady assessments. Provide feedback of progress more often to parents to support crossover within the home. Recognizing student performance throughout the year and providing continuous feedback and professional development to our teachers is critical. Additional focus on student attendance throughout the year to ensure students are in school and receiving the support and instruction to success.

Area of Focus

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

#1. Instructional Practice specifically relating to 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.

Effective instructional practice that focuses on B.E.S.T. Standards leads to improvement in student achievement. While student data demonstrate that students are making learning gains, there is still room for improvement in Reading and Math as it relates to grade level expectations.

Rationale:

Continued focus and monitoring of the strategies implemented in 2022-2023 will lead to embedded instructional practice that should result in goal attainment for the 2023-2024 school year. In addition, focusing on B.E.S.T. Standards regarding our subgroups will ensure teachers maintain rigor for all students.

Measurable Outcome:

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

By the end of the 2023-2024 school year, it is expected that there will be a 10% increase over the 2022-2023 school year results in Reading and Math for students taking the FSAA.

Monitoring:

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

During weekly PLCs, collaborative lesson planning will be done with the curriculum resource teacher (CRT) and the instructional coach. The execution of the lessons will be monitored by the assistant principal for instruction, and the CRT and the instructional coach will participate in daily classroom walkthroughs using the classroom walkthrough protocol. Teachers will receive frequent actionable feedback on their planning and lesson delivery.

Person responsible for monitoring outcome:

Roger Watkins (roger.watkins@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.)

Collaborative lesson planning is the evidence-based strategy that is being implemented for this Area of Focus. Different teams of teachers that are grouped together upon the grade and content collaborate weekly, planning lessons utilizing instructional strategies; debriefing these strategies, and analyzing data for improving delivery, re-teaching, or differentiating instruction to further implement interventions in order to increase student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Collaborative lesson planning allows teams of teachers and instructional coaches to share and utilize effective instructional strategies that benefit larger groups of students.

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.

Teachers will be provided with resources and professional development during collaborative planning regarding how to incorporate technology in their instructional delivery.

Person Responsible: Roger Watkins (roger.watkins@ocps.net)

By When: Ongoing throughout 2023-2024 school year.

Teachers will collaborate with their teams and with instructional coaches to share effective strategies for instructional delivery.

Person Responsible: Roger Watkins (roger.watkins@ocps.net)

By When: Ongoing throughout 2023-2024 school year.

#2. 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.

Daily attendance data will be collected from teachers' input into Skyward. Weekly analysis of this data will be done by the Registrar and administration. Students who have five or more absences within a 30-day period will receive communication from the school social worker or from the Registrar/Attendance clerk.

The

administration will analyze the data to determine what resources could be offered to parents to help them improve their child's attendance. The school social worker will be instrumental in linking families to resources (such as financial assistance for housing, food, and electricity; mental/emotional assistance/resources; and medical/physical services) in the community. Connecting with families to build positive relationships and communicating the vision to work together with them by sharing fundamental community resources let them know that they are not alone and that the school is here to help as much as possible in providing an education to their children. However, this can only be done when students are present at school.

Measurable Outcome:

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

Students absent for 10% during the 2023-2024 year will decrease by 10%.

Monitoring:

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

During the weekly administrative meeting, the administration will progress monitor the attendance initiative through the leadership data chats. The input from the registrar and the social worker regarding the number of students who were absent for 5 or more days within the 30-day timeframe and the school's communication, plans, and resources offered to parents/families will be analyzed to see the effects of the initiative. Adjustments to the attendance initiative will be made accordingly to remedy areas that are not being addressed effectively.

Person responsible for monitoring outcome:

Roger Watkins (roger.watkins@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.)

The evidence-based strategies being implemented for this area of focus are direct instruction, small group instruction, meeting with the school counselors, and behavior intervention plans.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these specific strategies is that one is able to monitor the progress of the students and proactively intervene when the students show early signs of attendance, behavior, and or academic problems. One can therefore provide intensive individualized support to students who have significant challenges to success and engage students by offering curricula and programs that connect schoolwork with career success. Using this evidence-based strategy will also allow for tools to improve the students' capacity to manage challenges in and out of school.

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.

The registrar/attendance clerk will frequently monitor students' absences through Skyward and make contact with parents after the teachers made the initial contact. Five or more absences within the 30-day period trigger a call or communication from the registrar/attendance clerk. This monitoring of attendance will be vigilant, intentional, frequent, and purposeful.

Person Responsible: Roger Watkins (roger.watkins@ocps.net)

By When: Ongoing throughout the 2023-2024 school year.

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).

Continued monitoring of the school budget and available funding through all funding sources is completed quarterly by members of the school board and weekly by school administrative team. Measures to provide appropriate curriculums and resources which aide teachers in providing effective and meaningful instruction for students' success is priority. Assessment of instructional needs to provide course work and interventions will be monitored by all members of the instructional and leadership to identify additional supports and funding available.

Funds are allotted specifically for the use of providing ongoing professional development for instructional staff and to provide training opportunities for the use of a wide variety of curriculum resources provided to our students.

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

Not applicable - no students in grades K-2

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

Not applicable - no students in grades 3-5

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

Not applicable - no students in grades K-2

Grades 3-5 Measurable Outcomes

Not applicable - no students in grades 3-5

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.

N/A

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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?

N/A

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?

N/A

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

N/A - Not a RAISE school

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.

Not a Title I school

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))

Not a Title I school

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)

Not a Title I school

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))

Not a Title I school

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))

Not a Title I school

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))

Not a Title I school

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).

Not a Title I school

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))

Not a Title I school

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))

Not a Title I school