

School District of Osceola County, FL

P. M. Wells Charter Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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P. M. Wells Charter Academy

2426 REMINGTON BLVD, Kissimmee, FL 34744

<https://www.pmwellsacademy.org>

School Board Approval

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

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 PM Wells Charter Academy, our unique and innovative curriculum and overall instructional program is designed to provide our scholars with CHOICE. Whether it is exposing them to exciting science and mathematics concepts through our STEAM program or providing the latest, research-based curriculum for core subject areas, PM Wells Panther graduates are empowered with the CHOICE to pursue their academic and career goals.

Provide the school's vision statement.

Our aim is to educate the learner as a whole, therefore, we value the individual experiences, interests, voice, and talents each student adds to the school community.

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
Sardinas Darder, Ivonne	Principal	<p>Educational Leadership and Vision: Develop and articulate a clear educational vision and strategic plan for the PM Wells Charter Academy, aligned with the school's mission and goals. Lead in the development and implementation of educational programs, curriculum, and instructional practices to enhance student learning and achievement.</p> <p>Personnel Management and Leadership: Recruit, hire, mentor, and supervise administrative and teaching staff, ensuring alignment with school objectives and values. Conduct regular performance evaluations and provide constructive feedback to staff to promote continuous growth and improvement.</p> <p>Student Development and Support: Foster a positive and inclusive school culture that supports student development, behavior management, and overall well-being. Implement and oversee student disciplinary processes and intervention strategies to maintain a safe and conducive learning environment.</p> <p>Community and Stakeholder Engagement: Build and maintain strong relationships with parents, community members, local businesses, and other stakeholders to enhance support and involvement in the school's activities. Represent the school in various community events and engage in proactive communication to keep stakeholders informed and engaged in the school's progress and initiatives.</p> <p>Financial and Resource Management: Develop and manage the school budget, ensuring efficient allocation of resources to support educational programs, facilities, and staff needs. Identify funding opportunities, seek grants, and cultivate partnerships to enhance financial resources for the school.</p> <p>Policy and Compliance: Ensure compliance with all federal, state, and local laws, regulations, and guidelines related to education, safety, and governance. Establish and enforce school policies, procedures, and practices that align with legal requirements and the best interests of students and staff.</p> <p>School Operations and Facility Management: Oversee the day-to-day operations of the school, including scheduling, facility maintenance, transportation, and other administrative functions. Collaborate with relevant stakeholders to address facility needs and improvements to create a conducive learning environment.</p> <p>Professional Development and Continuous Learning: Promote a culture of continuous professional growth among staff, facilitating professional development opportunities and encouraging participation in relevant workshops, conferences, and training.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Data Analysis and Assessment: Utilize data-driven decision-making processes to evaluate student performance, identify areas for improvement, and implement strategies to enhance academic achievement and instructional effectiveness.</p> <p>Communications and Public Relations: Effectively communicate the school's vision, goals, achievements, and initiatives to various stakeholders through regular updates, newsletters, meetings, and other communication channels.</p> <p>Crisis Management and Response: Develop and implement crisis response plans to address emergencies and unforeseen events, ensuring the safety and well-being of students and staff.</p> <p>Collaborative Partnerships: Collaborate with other educational institutions, educational organizations, and government agencies to foster positive relationships and partnerships that benefit the school and its educational mission.</p>
Rosado, Iliana	Assistant Principal	<p>Educational Leadership and Support: Assist the principal in developing and communicating the school's educational vision and strategic plan, ensuring alignment with the school's mission and goals. Support the principal in the design and implementation of educational programs, curriculum enhancements, and instructional strategies to improve student learning and academic achievement.</p> <p>Staff Supervision and Development: Assist in recruiting, hiring, and supervising teaching and administrative staff, providing guidance and support to foster a positive and professional work environment. Collaborate with the principal in conducting performance evaluations and providing feedback to staff, promoting their continuous growth and development.</p> <p>Student Discipline and Behavior Management: Work with the principal to establish and enforce a positive and inclusive school culture that supports student behavior management, discipline policies, and character development programs. Implement student disciplinary processes and intervention strategies in alignment with the school's code of conduct and policies.</p> <p>Parent and Community Engagement: Collaborate with the principal to engage parents, community members, and stakeholders through effective communication, meetings, events, and other outreach efforts. Represent the school and assist in building relationships with external partners</p>

Name	Position Title	Job Duties and Responsibilities
		<p>to enhance support and involvement in school activities and initiatives.</p> <p>Curriculum and Instructional Support: Support teachers in implementing the approved curriculum and instructional strategies, providing guidance, resources, and assistance to enhance teaching effectiveness. Assist in the development and coordination of professional development opportunities to improve instructional practices and promote a culture of continuous learning among staff.</p> <p>Data Analysis and Assessment: Collaborate with the principal and instructional staff to analyze student performance data and assessment results, identifying trends and areas for improvement. Assist in using data to make informed decisions that drive academic initiatives and improve student outcomes.</p> <p>School Operations and Logistics: Oversee day-to-day school operations, working closely with the principal to manage scheduling, student activities, facilities, transportation, and other administrative functions. Assist in coordinating and organizing school events, meetings, and other activities to ensure smooth operations and a positive school environment.</p> <p>Crisis Management and Safety: Collaborate with the principal in developing and implementing crisis response plans, ensuring the safety and security of students and staff during emergencies or unexpected events. Provide leadership and support during crisis situations, following established protocols and procedures.</p> <p>Policy Adherence and Compliance: Assist in ensuring compliance with all relevant federal, state, and local laws, regulations, and guidelines related to education, safety, and school operations. Support the principal in establishing and enforcing school policies and procedures that align with legal requirements and best practices.</p> <p>Special Projects and Initiatives: Take on special projects and initiatives as assigned by the principal to address specific needs or opportunities within the school community and promote overall school improvement.</p> <p>Administrative Support: Assist in administrative tasks and responsibilities as needed, including record-keeping, communication coordination, and other duties that support efficient school administration.</p>

Name	Position Title	Job Duties and Responsibilities
Williams, Cyndee	Instructional Coach	<p>Mathematics Curriculum Development and Enhancement: Collaborate with teachers and educational leadership to design, develop, and enhance the mathematics curriculum, ensuring alignment with state standards, educational best practices, and the school's educational goals.</p>
		<p>Professional Development and Training: Facilitate and provide ongoing professional development and training for mathematics teachers, focusing on effective instructional strategies, assessment techniques, and the integration of technology in mathematics instruction.</p>
		<p>Instructional Coaching and Mentoring: Work closely with mathematics teachers to observe and provide constructive feedback on their teaching methods, classroom management, and instructional techniques to improve student engagement and learning outcomes.</p>
		<p>Data Analysis and Assessment: Analyze student assessment data and other relevant data sources to identify trends, strengths, and areas for improvement in mathematics education. Utilize this data to inform instructional decisions and develop targeted intervention strategies.</p>
		<p>Differentiated Instruction Support: Assist teachers in implementing differentiated instructional strategies that cater to various learning styles and abilities within the mathematics classroom, ensuring that all students receive appropriate levels of challenge and support.</p>
		<p>Resource Development and Coordination: Develop and curate a repository of mathematics instructional resources, including lesson plans, materials, and assessments, to support teachers in delivering effective mathematics instruction.</p>
		<p>Collaboration and Communication: Foster a culture of collaboration among mathematics teachers and across subject areas to encourage interdisciplinary connections and integration of mathematics concepts in other subjects. Communicate regularly with mathematics teachers, administrators, and stakeholders to share best practices, provide updates on curriculum changes, and discuss student progress and needs.</p>
		<p>Technology Integration: Assist teachers in effectively integrating technology into mathematics instruction to enhance learning experiences, encourage digital literacy, and improve student engagement and achievement.</p>
		<p>Parent and Community Involvement: Collaborate with teachers and school leadership to engage parents and the community in mathematics education, organizing informational sessions, workshops, and events that promote understanding and support for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>mathematics learning.</p> <p>Assessment and Evaluation: Assist in developing and implementing assessment and evaluation strategies to measure the effectiveness of mathematics instruction, curricular changes, and professional development initiatives.</p> <p>Policy Adherence and Compliance: Ensure compliance with state and federal guidelines related to mathematics education and assessment, and support teachers in implementing policies and procedures relevant to the mathematics curriculum.</p> <p>Continued Learning and Research: Stay current with advancements in mathematics education, research, and teaching methodologies, continuously seeking opportunities for professional growth to enhance coaching effectiveness and relevance.</p>
Rivera, Melanie	Instructional Coach	<p>Literacy Curriculum Development and Enhancement: Collaborate with teachers and educational leadership to design, develop, and enhance the literacy curriculum, ensuring alignment with state standards, educational best practices, and the school's educational goals.</p> <p>Professional Development and Training: Facilitate and provide ongoing professional development and training for literacy teachers, focusing on effective instructional strategies, assessment techniques, reading comprehension, writing skills, and language development.</p> <p>Instructional Coaching and Mentoring: Work closely with literacy teachers to observe and provide constructive feedback on their teaching methods, classroom management, and instructional techniques to improve student engagement and reading/writing proficiency.</p> <p>Data Analysis and Assessment: Analyze student assessment data and other relevant data sources to identify trends, strengths, and areas for improvement in literacy education. Utilize this data to inform instructional decisions and develop targeted intervention strategies.</p> <p>Differentiated Instruction Support: Assist teachers in implementing differentiated instructional strategies that cater to various learning styles and abilities within the literacy classroom, ensuring that all students receive appropriate levels of challenge and support.</p> <p>Resource Development and Coordination: Develop and curate a repository of literacy instructional resources, including lesson plans, reading materials, writing prompts, and assessments, to support teachers in delivering effective literacy instruction.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Collaboration and Communication: Foster a culture of collaboration among literacy teachers and across subject areas to encourage interdisciplinary connections and integration of literacy concepts in other subjects. Communicate regularly with literacy teachers, administrators, and stakeholders to share best practices, provide updates on curriculum changes, and discuss student progress and needs.</p> <p>Technology Integration: Assist teachers in effectively integrating technology into literacy instruction to enhance reading and writing experiences, encourage digital literacy, and improve student engagement and literacy skills.</p> <p>Parent and Community Involvement: Collaborate with teachers and school leadership to engage parents and the community in literacy education, organizing informational sessions, workshops, and events that promote understanding and support for literacy learning.</p> <p>Assessment and Evaluation: Assist in developing and implementing assessment and evaluation strategies to measure the effectiveness of literacy instruction, curricular changes, and professional development initiatives.</p> <p>Policy Adherence and Compliance: Ensure compliance with state and federal guidelines related to literacy education and assessment, and support teachers in implementing policies and procedures relevant to the literacy curriculum.</p> <p>Continued Learning and Research: Stay current with advancements in literacy education, research, and teaching methodologies, continuously seeking opportunities for professional growth to enhance coaching effectiveness and relevance.</p>

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.

At PM Wells Charter Academy, in collaboration with National Academic Educational Partners, Inc. (NAEP), we uphold an inclusive and collaborative approach when developing our School Improvement Plan (SIP), ensuring the involvement of all stakeholders. The process commences annually at our leadership retreat in June 2023, where the School Leadership Team, consisting of administrators, teachers, and staff representatives, initiates the planning and needs assessment phase.

To ensure a comprehensive and representative approach, we identify key stakeholders, such as teachers, staff, parents, students (mandatory for secondary schools), and representatives from the

business or community sectors, including NAEP. Their input and NAEP's expertise are integral to shaping our SIP development process.

Stakeholder engagement, including NAEP, occurs through various activities such as town hall meetings, focus groups, surveys, workshops, and individual consultations. These efforts foster open dialogue and gather valuable feedback on different aspects of the SIP. We carefully analyze and integrate the input received from stakeholders, including NAEP, identifying common themes, suggestions, and concerns.

Collaborative decision-making involving the School Leadership Team and stakeholders, including NAEP, is pivotal in our approach. Together, we actively shape the goals, strategies, and action plans for the SIP. This ensures the plan reflects the aspirations, needs, and priorities of our school community, guided by the expertise of NAEP.

Throughout the process, we maintain transparent communication with stakeholders, including NAEP, providing regular updates on progress and seeking additional input or clarification. We establish a feedback loop that allows for ongoing collaboration and active involvement of all stakeholders.

Stakeholders, including NAEP, have the opportunity to review and provide feedback on the draft SIP at various stages. Their input, combined with NAEP's insights, is thoughtfully considered, leading to revisions and refinements. The final SIP is then presented to the School Advisory Council for their review and feedback, further fostering a sense of ownership and shared responsibility for its successful implementation.

The engagement of stakeholders, including NAEP, in our SIP development process has been instrumental in creating a collaborative and inclusive environment. It ensures that our plan aligns with our school community's unique needs and priorities, with the added expertise and guidance of NAEP. By actively involving stakeholders, including NAEP, we promote a collective commitment to continuous improvement and strive for positive outcomes for all our students.

We extend our gratitude to all our stakeholders, including NAEP, for their valuable contributions, which play a significant role in shaping our School Improvement Plan and guiding our ongoing journey toward excellence in education.

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))

At PM Wells Charter Academy (MSID 0881), we emphasize the ongoing monitoring of our School Improvement Plan (SIP) to ensure its effective implementation and measure its impact on advancing student achievement. Our objective is to narrow the achievement gap, particularly for students facing significant challenges in meeting the State's academic standards.

To achieve this, we've established a robust monitoring system that involves continuous data collection, analysis, and evaluation. Our School Leadership Team, working in collaboration with National Academic Educational Partners, Inc. (NAEP), our Education Service Provider (ESP) for the site, takes a lead role in this vital process.

In partnership with NAEP, we consistently collect student performance data, encompassing formative and summative assessments, to evaluate progress towards our goals and pinpoint areas requiring focused attention. NAEP's expertise and guidance significantly contribute to effective monitoring and thorough analysis of this data.

Our School Leadership Team, instructional coaches, and NAEP representatives routinely review and analyze the compiled data. We closely track student outcomes, including academic growth, proficiency levels, and achievement gaps, to assess the efficacy of our strategies and interventions.

Based on the insights derived from data analysis, we collaborate closely with NAEP to identify areas for improvement and implement targeted interventions addressing the unique needs of our students. We continuously evaluate the impact of these interventions on student achievement, ensuring our progress in bridging the achievement gap.

We maintain an ongoing cycle of reflection, evaluation, and revision to facilitate continuous enhancement. Actively seeking feedback from various stakeholders, including teachers, parents, students, community partners, and NAEP, is integral to our decision-making process. This diverse input informs our adjustments or revisions to the SIP when necessary.

When data analysis and stakeholder feedback indicate the need for changes, we work collaboratively with NAEP to revise the SIP accordingly. This collaborative effort ensures that the revised plan integrates evidence-based practices, innovative strategies, and NAEP's expertise, aligning with the State's academic standards and reflecting the evolving needs of our students and community.

Transparent communication is fundamental to our continuous improvement process. We keep all stakeholders, including NAEP, informed about the progress of our SIP implementation and its impact on student achievement. We engage in open dialogue, share best practices, and encourage collaboration, fostering a culture of shared responsibility and collective growth.

At PM Wells Charter Academy, we are steadfast in ensuring that our SIP remains a dynamic and responsive document, tailored to the needs of our students, and dedicated to closing the achievement gap. Through diligent monitoring, data-driven decision-making, and collaborative efforts with NAEP, we persistently strive for improvement, always placing our students' success at the forefront of our endeavors.

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	83%
2022-23 Economically Disadvantaged (FRL) Rate	75%
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) Black/African American Students (BLK) 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: A 2018-19: A 2017-18: A
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	8	21	11	25	21	18	17	12	11	144	
One or more suspensions	0	2	3	2	0	3	5	14	8	37	
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	22	26	21	18	17	19	25	29	31	208	
Level 1 on statewide Math assessment	10	7	16	9	20	31	17	20	16	146	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	6	16	20	28	26	23	17	139	

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	7	15	10	12	16	11	14	17	14	116

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	1	0	9	0	0	0	1	0	11
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	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 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	0	0	0	

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in 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	0	0	0	

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

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	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*	47	48	53	47	50	55	61		
ELA Learning Gains				49			65		
ELA Lowest 25th Percentile				45			52		
Math Achievement*	47	47	55	44	42	42	53		
Math Learning Gains				52			47		
Math Lowest 25th Percentile				49			38		
Science Achievement*	27	46	52	35	45	54	46		
Social Studies Achievement*	51	67	68	65	53	59	77		
Middle School Acceleration	68	75	70	61	45	51	83		
Graduation Rate		77	74		46	50			
College and Career Acceleration		59	53		67	70			
ELP Progress	49	53	55	53	73	70	37		

* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	7
Percent Tested	100
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	500
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	10	Yes	4	2
ELL	50			
AMI				
ASN				
BLK	46			
HSP	53			
MUL	55			
PAC				
WHT	39	Yes	1	

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	46			

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	48			
AMI				
ASN				
BLK	46			
HSP	48			
MUL				
PAC				
WHT	66			
FRL	48			

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	47			47			27	51	68			49
SWD	8			12							2	
ELL	42			47			30	48	82		7	49
AMI												
ASN												
BLK	49			40							3	
HSP	49			49			26	57	70		7	55
MUL	60			50							2	

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	39			46			32	38			4	
FRL	45			45			26	46	62		7	38

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	47	49	45	44	52	49	35	65	61			53
SWD	7	25	28	13	46	56	10					
ELL	40	54	53	41	50	53	23	55	53			53
AMI												
ASN												
BLK	38	50		38	56							
HSP	47	49	47	42	48	44	31	63	56			48
MUL												
PAC												
WHT	50	50		57	74		58	73	100			
FRL	42	44	38	41	51	48	34	57	71			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	61	65	52	53	47	38	46	77	83			37
SWD	7	41	42	18	25			45				30
ELL	51	66	54	48	49	42	37	75				37
AMI												
ASN												
BLK	47	52		56	45		45	62				
HSP	61	66	52	52	47	37	48	78	85			38
MUL												
PAC												
WHT	70	70		63	52		36	83				
FRL	59	63	39	49	43	25	45	70	84			24

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	34%	44%	-10%	54%	-20%
07	2023 - Spring	37%	39%	-2%	47%	-10%
08	2023 - Spring	36%	40%	-4%	47%	-11%
04	2023 - Spring	47%	49%	-2%	58%	-11%
06	2023 - Spring	49%	39%	10%	47%	2%
03	2023 - Spring	58%	44%	14%	50%	8%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	36%	40%	-4%	54%	-18%
07	2023 - Spring	56%	39%	17%	48%	8%
03	2023 - Spring	59%	49%	10%	59%	0%
04	2023 - Spring	39%	48%	-9%	61%	-22%
08	2023 - Spring	65%	48%	17%	55%	10%
05	2023 - Spring	31%	41%	-10%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	7%	35%	-28%	44%	-37%
05	2023 - Spring	16%	40%	-24%	51%	-35%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	40%	13%	50%	3%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	65%	4%	63%	6%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	52%	63%	-11%	66%	-14%

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.

The data component that demonstrated the lowest performance at PM Wells Charter Academy was observed in the 1st and 2nd grade reading assessments, as well as 1st grade math.

For 1st and 2nd grade reading, several contributing factors were identified for last year's low performance. These included but not limited to a temporary staffing gap in specialized reading instruction. Additionally, there was an observed need for enhanced differentiation strategies to better support students with varying reading levels.

In the case of 1st grade math, the primary contributing factor to the lower performance was a misalignment between the curriculum pacing and the needs of some students. This led to gaps in foundational math skills. Further analysis revealed a need for more targeted interventions and additional resources to reinforce key math concepts.

In terms of trends, it is essential to note that the identified factors contributing to last year's low performance have been addressed proactively. PM Wells Charter Academy has since implemented a comprehensive plan to bolster reading and math instruction, including providing additional professional development for teachers and increasing access to tailored intervention programs. Early indications from ongoing assessments and classroom observations show promising signs of improvement.

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

The data component that exhibited the most significant decline from the prior year was the 6th-grade Mathematics proficiency levels. This decline is a matter of concern and necessitates a thorough examination of the contributing factors.

Upon closer analysis, several factors emerged as potential contributors to this decline. Firstly, a shift in instructional delivery methods due to the unexpected transition to remote learning played a pivotal role. The sudden shift from in-person to virtual instruction posed challenges in adapting to new technology

platforms and effectively engaging students in the virtual environment. This transition period led to a temporary disruption in the continuity of instruction, particularly in Mathematics, where hands-on learning and interactive problem-solving are crucial.

Furthermore, the absence of face-to-face interaction between teachers and students during remote learning presented challenges in providing immediate feedback and personalized support. This hindered the ability to address individual learning needs in real-time, which may have impacted students' comprehension and retention of mathematical concepts.

Additionally, the unique circumstances surrounding the prior year, including disruptions to students' daily routines and potential socio-emotional impacts, may have contributed to the decline. These external factors can significantly influence a student's ability to focus, engage, and perform at their optimal level, particularly in a subject as demanding as Mathematics.

Moreover, the 6th-grade transition itself may have played a role. Moving from elementary to middle school introduces students to a more complex curriculum structure, which can initially be challenging to navigate. This transition period may have required additional time for students to acclimate to the increased academic rigor and higher expectations in Mathematics.

In terms of trends, it is essential to acknowledge that the decline observed in 6th-grade Mathematics proficiency was unique to the prior year and not indicative of a consistent, ongoing pattern. This indicates that the decline may be an aberration, influenced by the unprecedented circumstances surrounding the prior year.

In response to this decline, the school has proactively taken several measures to address the identified factors. Firstly, targeted professional development opportunities were provided to educators to enhance their proficiency in virtual instruction and technology integration. This prepared them to deliver effective online instruction, should the need arise in the future.

To mitigate the impact of the 6th-grade transition, the school implemented a transition support program designed to facilitate a smoother adjustment for students. This program included orientation sessions, mentorship opportunities, and additional academic support tailored to the unique needs of 6th-grade learners.

Furthermore, the school focused on implementing formative assessment strategies to monitor student progress more closely and identify areas where additional support may be required. This data-driven approach allowed for timely intervention and personalized instruction to address individual learning gaps.

By implementing targeted interventions, providing additional support during the transition period, and refining instructional practices, the school is poised to reverse this decline and foster a more supportive learning environment for 6th-grade Mathematics students.

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.

The data component that displayed the most significant gap when compared to the state average was the performance of 8th-grade students in Science assessments. This particular subject area showed a notable disparity in achievement levels, prompting a deeper analysis to understand the underlying factors contributing to this gap.

Upon investigation, several factors emerged as potential contributors to this gap. One significant factor was the availability of resources and specialized instruction in Science. It was observed that while the school had made commendable efforts to bolster STEM (Science, Technology, Engineering, and

Mathematics) education, there was room for improvement in providing tailored resources and support specifically for 8th-grade Science.

Furthermore, the curriculum alignment in Science was identified as an area that required attention. A thorough examination revealed that there were instances where the curriculum was not fully aligned with state standards, potentially leading to gaps in content coverage. This misalignment may have hindered students' ability to fully grasp and apply the required Science concepts.

Another factor contributing to the gap in 8th-grade Science performance was the need for enhanced professional development for teachers. The dynamic nature of Science education necessitates ongoing training and exposure to innovative instructional approaches. It was noted that providing targeted professional development opportunities focused on best practices in Science instruction could lead to improved student outcomes.

In terms of trends, a notable pattern emerged over the past few years. The performance gap in 8th-grade Science assessments had persisted, indicating a need for a more sustained and focused effort to address this issue. This consistent trend highlighted the importance of a strategic, long-term approach to closing the gap in Science achievement.

Moreover, a correlation was observed between students' engagement levels in hands-on, inquiry-based Science activities and their performance. Students who had more opportunities for experiential learning and practical application of scientific concepts tended to demonstrate higher proficiency levels. This correlation emphasized the need to prioritize interactive and inquiry-driven approaches in Science instruction.

To bridge this gap, a multifaceted plan of action was formulated. Firstly, the school committed to a thorough review and alignment of the 8th-grade Science curriculum with state standards. This would ensure comprehensive coverage of essential concepts and provide a solid foundation for students.

In addition, the school implemented a targeted professional development program for Science educators. This program focused on equipping teachers with the latest instructional strategies, integrating technology into Science lessons, and fostering inquiry-based learning experiences.

To address resource limitations, the school explored avenues for securing additional materials, including laboratory equipment, to enhance the hands-on learning experience in Science classrooms. Collaborations with local organizations and potential grant opportunities were pursued to supplement available resources.

Furthermore, the school actively sought feedback from both teachers and students to identify areas of improvement and tailor instructional practices to meet the unique needs of 8th-grade Science learners.

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

The data component that exhibited the most notable improvement was the performance of 3rd-grade students in English Language Arts (ELA) assessments. This positive trend is a testament to the concerted efforts and targeted interventions implemented by the school to enhance literacy outcomes.

Several new actions were initiated to foster this improvement. Firstly, a comprehensive review of instructional practices and curriculum alignment was conducted to ensure they were in line with state standards and tailored to the unique needs of 3rd-grade learners. This involved the integration of research-based strategies and the adoption of evidence-driven materials to strengthen the ELA program.

Additionally, a specialized professional development series was introduced, focusing specifically on effective literacy instruction techniques. This series provided educators with the tools and resources needed to employ differentiated strategies, such as small-group instruction, guided reading, and literacy centers, to address diverse learning styles and abilities within the 3rd-grade cohort.

Furthermore, a robust data-driven approach was implemented, involving regular formative assessments and progress monitoring to track individual student growth. This allowed teachers to promptly identify areas of strength and areas in need of improvement, enabling them to tailor instruction accordingly. It also facilitated the timely identification of struggling students who benefited from targeted interventions.

Collaboration and communication among teachers, intervention specialists, and support staff were prioritized. Weekly grade-level meetings and professional learning communities (PLCs) were established to facilitate the sharing of best practices and the analysis of student data. This collaborative approach ensured a unified and cohesive effort in addressing the unique needs of 3rd-grade learners.

Moreover, family engagement was emphasized as a crucial component of student success in ELA. The school implemented various initiatives, including family literacy nights, workshops, and resources to equip parents with the tools and strategies to support their children's literacy development at home.

In response to the improvement in 3rd-grade ELA performance, a celebratory event was organized to recognize the dedication and hard work of both students and educators. This served as a morale booster and reinforced the importance of collective efforts in achieving positive outcomes.

Looking ahead, the school is committed to sustaining and building upon this progress. Ongoing professional development opportunities will continue to be offered, with a focus on refining instructional practices and incorporating the latest research-based approaches in literacy instruction. The data-driven approach will persist, with an emphasis on continuous monitoring and adjustment of strategies to meet the evolving needs of 3rd-grade students.

In conclusion, the significant improvement in 3rd-grade ELA performance is a testament to the school's proactive and data-driven approach to literacy instruction. Through targeted interventions, collaborative efforts, and a commitment to professional development, the school has demonstrated its dedication to fostering a culture of academic excellence. This positive trajectory sets a strong foundation for continued growth and success in ELA proficiency.

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

Upon reviewing the Early Warning System (EWS) data from Part I, a notable area of concern revolves around attendance rates. The data indicates a significant number of students consistently falling below the expected attendance threshold. This is a crucial matter as attendance forms the foundation for a student's engagement in the learning process. A consistent pattern of absenteeism may lead to academic gaps, hinder social-emotional development, and potentially jeopardize their overall educational experience.

Further examination reveals that a subgroup of students, primarily in the 7th grade, exhibits a higher frequency of absenteeism compared to other grade levels. This specific demographic requires immediate attention and targeted interventions. It's imperative to understand the underlying factors contributing to their absenteeism, which may range from transportation challenges to health-related issues or socio-economic circumstances. These factors necessitate a nuanced approach to address each student's unique situation and provide tailored support.

In addition to attendance, another area of concern centers on performance in core subjects, particularly mathematics. The data highlights a substantial percentage of students struggling to meet proficiency

levels in this subject. While this issue spans across multiple grades, a concentrated effort is needed to strengthen mathematical foundations, particularly among students transitioning from elementary to middle school. It's critical to identify specific content areas within mathematics where students are encountering difficulties, as this will inform targeted interventions and supplementary resources.

One contributing factor to this concern may be the transition itself. The shift from elementary to middle school can pose academic challenges for students, especially in mathematics where concepts tend to become more abstract and complex. Recognizing this, a strategic approach should include bridging activities and differentiated instruction to ease this transition and ensure a smoother learning trajectory.

Furthermore, a cross-analysis of the data indicates a correlation between attendance and academic performance, particularly in mathematics. Students with higher rates of attendance tend to exhibit stronger proficiency levels in this subject. This reinforces the significance of addressing attendance concerns promptly, as it directly impacts a student's ability to engage effectively with the curriculum.

In response to these identified areas of concern, a multifaceted approach is recommended. This includes implementing targeted attendance interventions for the subgroup exhibiting higher absenteeism rates, which may involve collaborating with families, providing transportation support, or offering additional resources to address underlying barriers.

For mathematics, a comprehensive plan should be devised, encompassing differentiated instruction, targeted intervention programs, and professional development for teachers to employ effective teaching strategies. Additionally, close monitoring of progress, coupled with ongoing formative assessments, will be instrumental in gauging the effectiveness of interventions and making necessary adjustments.

In conclusion, the EWS data underscores the critical importance of addressing attendance and mathematics proficiency as key areas of concern. Through a strategic and data-driven approach, tailored interventions can be implemented to support students in overcoming these challenges and ultimately thrive in their educational journey.

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

NA

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 Other

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.

At PM Wells Charter Academy, recognizing the significance of a "Positive Culture and Environment" is the outcome of a thorough analysis of diverse data sources, encompassing student performance, surveys, and classroom observations. This area of focus was carefully identified due to its profound impact on student learning outcomes and the overall success of the school.

Upon a comprehensive data review, it became evident that students' academic progress and well-being are intimately tied to the quality of the school's culture and environment. Environments that foster positivity and inclusivity have shown a strong correlation with heightened student engagement, motivation, and elevated levels of achievement. Conversely, instances of disciplinary imbalances, low morale, or inadequate support systems can impede students' ability to excel.

Addressing this area of focus becomes pivotal, particularly in the context of schools aiming for improvement. By creating a nurturing and supportive atmosphere, we establish an enabling space for all students, especially those facing challenges, to thrive both academically and socially. This dedication aligns with our core value of equity, ensuring that every student, regardless of their background, benefits from a positive learning culture.

Furthermore, a positive culture and environment don't just impact students; they significantly influence the morale and effectiveness of educators, support staff, and the entire school community. When teachers feel valued, supported, and motivated, their instructional practices are elevated, resulting in an improved classroom experience for all students.

Incorporating this focus area into our School Improvement Plan underscores our commitment to curate a comprehensive educational experience that acknowledges the importance of emotional well-being, social connection, and a sense of belonging. By strategically addressing this area, we aim to cultivate an environment where every student feels empowered to succeed, meeting the unique needs of each subgroup, and ultimately contributing to a more vibrant and successful school community at PM Wells Charter Academy.

Measurable Outcome:

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

Our aim is to ensure that a minimum of 90% of our students maintain attendance for at least 90% of the 180 school days in a year, as evidenced by accurate daily attendance records and reports. This measurable goal, highlights our commitment to upholding a positive culture and environment that cultivates consistent student engagement and active participation in their education. Attaining a 90% attendance for 90% of the school year sets a clear and achievable target. By focusing on sustaining high attendance levels throughout the academic year, we prioritize the establishment of a warm and supportive atmosphere that encourages students to attend regularly. This outcome underscores our dedication to providing an enriching learning experience that promotes student well-being and academic triumph. Regular tracking of attendance data will guide our efforts, ensuring that our initiatives aimed at fostering a positive culture and environment align effectively with our students' success at PM Wells.

Monitoring:

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

The monitoring process at PM Wells Charter Academy for this area of focus involves a routine review of weekly and monthly attendance data in FOCUS. This helps us proactively design and implement a

comprehensive attendance contract, emphasizing consistent school attendance for our scholars.

In terms of attendance oversight:

After 3 unexcused absences, immediate communication is made.

At 5 days of absence, a formal letter is sent to notify parents/guardians.

Upon reaching 9 days of absence, a certified letter is dispatched.

If a student accumulates 10 days of absences, a parent conference is scheduled, and an attendance intervention plan is initiated. No academic credit or grade is issued at this stage.

In the event of absences extending to 15 days, a report is filed with the Department of Children and Families (DCF), followed by a critical parent meeting involving a school officer.

Person responsible for monitoring outcome:

Ilina Rosado (irosado@pmwellsacademy.org)

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.)

At PM Wells Charter Academy, we prioritize establishing a positive culture and environment for students in kindergarten through eighth grade. A significant aspect of our efforts involves improving student attendance, aiming to tackle the challenge of more than 10% absences throughout the academic year—a critical factor in academic success.

Our approach includes a comprehensive attendance improvement program, featuring proactive measures such as transparent communication with parents about the importance of regular attendance and implementing attendance tracking systems. Early interventions are initiated for students facing frequent absences.

Furthermore, we are committed to fostering an engaging learning environment that encourages consistent attendance. This includes incentives for good attendance, recognition of exemplary attendance, and tailored support for students facing attendance barriers. Our integrated strategy encompasses the foundational years through eighth grade, emphasizing a culture of consistent attendance to drive academic growth and achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At PM Wells Charter Academy, our evidence-based intervention to enhance student attendance stems from recognizing the critical role regular attendance plays in academic success. When students miss school, they lose vital instruction, interventions, and learning opportunities, leading to notable learning gaps and potentially impacting performance on state assessments. Addressing students with over 10% absences is a step toward establishing a positive culture that emphasizes attendance as a priority. Through a thorough attendance improvement program and by cultivating a sense of belonging and engagement, we aim to inspire students to attend school consistently. This intervention acknowledges that bridging learning gaps and attaining academic excellence necessitates consistent access to instruction and support within a nurturing educational environment.

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.

Conduct a comprehensive assessment of current attendance data, identifying specific subgroups with attendance challenges.

Collaborate with teachers, counselors, and administrators to understand underlying causes and develop a targeted plan.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: August 30, 2023

Identify students within the identified subgroups who would benefit from the "Check and Connect" program.

Establish initial connections with students, building trust and rapport through quarterly check-ins and communication.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: September 5, 2023

Develop tailored support plans for each participating student, addressing attendance barriers and setting clear goals.

Collaborate with teachers and parents to ensure alignment between academic and attendance support strategies.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: September 15, 2023

Continuously monitor attendance data to track improvements and identify trends.

Quarterly analyze student outcomes and adjust support strategies as needed based on the data.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: Ongoing

Identify warning signs of absenteeism or disengagement and intervene promptly with targeted support.

Collaborate with teachers to address academic and behavioral concerns that may contribute to attendance issues.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: Ongoing

#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.

PM Wells Charter Academy is deeply committed to enhancing reading proficiency among students, spanning grades 3 to 8, with a particular focus on those at Level 1 and 2 according to the Spring FAST assessment. This commitment drives a strategic direction grounded in a comprehensive analysis of assessment data, revealing a significant number of students below expected proficiency levels for their respective grades. The urgency to address these challenges and create an equitable learning environment is paramount to the academy's mission.

To tackle this, PM Wells Charter Academy is in the process of hiring paraprofessionals to provide targeted instructional support, collaborating closely with ELA and intensive reading teachers. This collaborative effort aims to advance struggling students and ensure consistent progress in reading proficiency.

Recognizing the foundational role of reading across academic subjects, PM Wells Charter Academy takes proactive measures to cultivate an inclusive academic environment. The goal is to nurture holistic academic growth by addressing reading difficulties directly, thus enhancing overall academic performance and fostering a supportive atmosphere for all students.

Our approach is firmly grounded in evidence-based practices. This includes the implementation of proven curricula such as Read 180, Springboard, and AP curriculum to enrich instruction for students performing at or above grade level, catering to diverse learning needs. The personalized approach of the Read 180 Curriculum amplifies this effort, facilitating individualized instruction and promoting academic growth.

Furthermore, PM Wells Charter Academy empowers educators through continuous professional development opportunities and incentives for participation in B.E.S.T Standards PLC. This commitment equips teachers with the necessary tools to excel in delivering high-quality instruction, aligning with the academy's dedication to empowering all students with the tools they need to succeed. The comprehensive strategy underscores PM Wells Charter Academy's commitment to academic success, bridging achievement gaps, and fostering an inclusive learning environment.

Measurable Outcome:

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

PM Wells Charter Academy aims to enhance reading proficiency for 60% of grades 3 to 5 students by year-end. Evidence of improvement includes advancing at least one achievement level in their 2024 reading assessments compared to 2023 or moving up a bucket within levels 1 or 2. Standardized reading assessments (FAST) will measure progress, with careful data analysis tracking individual and overall reading achievement. The goal is significant growth in reading skills, elevating school-wide reading performance. Progress will be closely monitored quarterly, allowing timely interventions and tailored support. For grades 6 to 8, the aim remains a 60% demonstration of significant reading proficiency progress, gauged by the same criteria, aligning with the academy's dedication to ongoing reading skill development.

Monitoring:

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

PM Wells Charter Academy will implement the following monitoring strategies for the reading proficiency objective:

Baseline: At the start of the academic year, a baseline assessment will be administered to grades 3 to 8

students, establishing their initial reading proficiency levels.

Progress Tracking: Ongoing monitoring of students' reading performance will occur through quarterly formative assessments and benchmark tests throughout the academic year.

Data Analysis: The School Improvement Team will analyze assessment data, identifying trends, patterns, and areas of concern. Periodic data review meetings will discuss progress.

Intervention Strategies: Targeted intervention strategies will be developed based on data analysis, providing additional support to students not meeting improvement goals.

Mid-Year and End-of-Year Review: Comprehensive reviews at mid-year and end-of-year will assess overall progress and determine adjustments for the following academic year.

Person responsible for monitoring outcome:

Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

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.)

At PM Wells Charter Academy, our ELA Teachers and paraprofessionals employ Lexia during their MTSS period to provide targeted support (Tier 2 and 3) for level 1 and 2 students. Lexia, a research-proven reading intervention program, significantly improves reading skills for struggling readers below grade level. The curriculum is personalized, utilizing adaptive technology, engaging literature, and teacher-led instruction.

Our Intensive Reading Teacher implements the evidence-based Read 180 Curriculum for level 1 and 2 students, offering MTSS Tier 2 and 3 support. Read 180, a research-proven reading intervention program, significantly improves reading skills for struggling readers below grade level. Utilizing adaptive technology, engaging literature, and teacher-led instruction, Read 180 personalizes the learning experience for each student at PM Wells Charter Academy.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PM Wells Charter Academy integrates Lexia Curriculum during Tier 2-3 MTSS time, providing precise, evidence-based instruction for identified students. This aligns with our commitment to evidence-based practices, focusing on better reading outcomes for struggling students. Using Lexia underscores our dedication to diverse student needs and reading success. Paraprofessionals receive comprehensive professional development for effective implementation.

Our Intensive Reading Teacher employs the Read 180 Curriculum, aligning with our evidence-based approach to enhance reading outcomes for students in need of MTSS Tier 2 and 3 support. Key components include whole and small-group instruction, tailoring support to specific needs. A data-driven approach using ongoing assessments is core to Read 180, ensuring a responsive and effective intervention. This equips struggling students with essential skills, fostering confidence and proficiency in reading for enhanced academic performance and long-term success.

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 the effective integration of the Read 180 Curriculum within the specified grade levels at PM Wells Charter Academy. Foster collaboration among educators and the Intensive Reading Teacher to design a unified, well-organized reading program in line with the intervention's objectives.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: July 31, 2023

Identify and designate students at PM Wells Charter Academy in need of MTSS Tier 2 and Tier 3 support for reading. Utilize data derived from formative assessments, benchmark tests, and teacher feedback to pinpoint struggling readers who would benefit from the intervention.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: July 31, 2023

Develop personalized learning plans for every identified student at PM Wells Charter Academy, emphasizing their unique reading requirements and areas requiring improvement. Customize instruction to target their strengths and weaknesses effectively.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: August 10, 2023

Ensure that the Intensive Reading Teacher is well-equipped with the necessary resources and professional development to effectively deliver targeted instruction. Support ongoing collaboration between the Intensive Reading Teacher and classroom teachers.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: August 10, 2023

Coordinate quarterly large-group instructional sessions at PM Wells Charter Academy led by the Intensive Reading Teacher, offering clear and targeted instruction on vital reading skills and strategies. Assure alignment with the curriculum and monitor student progress.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: Fall, Winter, and Spring

Arrange small-group sessions overseen by the Intensive Reading Teacher at PM Wells Charter Academy to offer tailored assistance and address specific learning requirements. Evaluate the efficacy of these small-group interventions.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: Monthly

Consistently analyze assessment data at PM Wells Charter Academy to monitor student progress and modify instruction as necessary. Employ a data-driven approach to measure growth and pinpoint areas that need additional support.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: Weekly

Involve parents or guardians in the intervention process at PM Wells Charter Academy. Offer quarterly updates on their child's reading progress and provide guidance on ways to support reading development at home.

Person Responsible: Melanie Rivera (mriviera@pmwellsacademy.org)

By When: Each quarter

Perform mid-year and end-of-year assessments to evaluate the intervention's effectiveness at PM Wells Charter Academy. Utilize data analysis to make essential adjustments to the intervention, aiming to improve student outcomes.

Person Responsible: Melanie Rivera (mrivera@pmwellsacademy.org)

By When: Each quarter

Acknowledge and celebrate the achievements and progress of students throughout the intervention at PM Wells Charter Academy. Recognize and appreciate the efforts of both students and teachers engaged in the reading program, fostering a positive and motivating learning environment.

Person Responsible: Melanie Rivera (mrivera@pmwellsacademy.org)

By When: Each quarter

#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.

PM Wells Charter Academy prioritizes enhancing math proficiency for grades 3 to 5, targeting students at Levels 1 and 2 based on math assessment scores. We employ evidence-backed interventions for precise support and instruction, aiming to improve math skills and academic success.

This initiative is driven by meticulous math assessment score reviews, highlighting a significant number of students below expected proficiency (Levels 1 and 2). The urgency to bridge this achievement gap is clear, fostering an equitable learning environment.

Understanding math's critical role in academic and practical success, we strive to alleviate challenges hindering problem-solving, critical thinking, and quantitative analysis. Our proactive approach enhances academic performance and cultivates a positive learning atmosphere.

To ensure intervention effectiveness, we focus on evidence-based practices. A specialized Math instructional coach facilitates teacher professional development and optimizes Khan Academy and I-Station, known for improving struggling learners' math skills. Tailored support through adaptive learning is provided, enabling personalized progress.

Our primary goal is empowering students with strong math skills, preparing them for academic and professional success in our data-centric world. PM Wells Charter Academy remains dedicated to this mission, driven by comprehensive data analysis, evidence-based interventions, and certified math tutoring. We strive to rectify educational disparities and promote inclusive learning, aiming to equip students for success in a data-driven world.

Measurable Outcome:

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

PM Wells Charter Academy aims for 60% improvement in math proficiency among 3rd to 5th-grade students. This improvement is defined as achieving a higher level in the 2024 FAST math assessment compared to their Spring 2023 baseline or progressing by one bucket within levels 1 and 2. Standardized math assessments will track progress, enabling comprehensive analysis of each student's growth and overall math performance. The goal is substantial enhancement of math skills, ultimately boosting overall math performance. Progress towards this goal will be carefully monitored, with personalized interventions and support to ensure students succeed in mastering math. Similarly, for 6th to 8th-grade students, the aim is a 50% increase in their math assessment level compared to Spring 2023. Progress will be assessed quarterly, and targeted interventions will be employed to aid students in achieving math success.

Monitoring:

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

At PM Wells Charter Academy, diligent monitoring of progress towards our math proficiency goals is a priority throughout the academic year. We employ regular formative assessments, benchmark tests, and standardized math assessments to gauge progress on an individual and group level. The data we collect is meticulously analyzed to identify areas of concern and guide instructional decisions. The School Improvement Team and relevant stakeholders hold data review meetings to assess overall progress and adjust intervention strategies as needed. Continuous support and professional development opportunities are provided to teachers to enhance their expertise in effective math instruction. We also actively involve parents by sharing quarterly updates and progress reports, promoting a collaborative approach to support

students' math development at home. By consistently employing these monitoring strategies, PM Wells Charter Academy remains committed to a data-driven approach that ensures student growth in math proficiency, ultimately leading to improved academic outcomes.

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.)

At PM Wells Charter Academy, we've carefully selected a robust, evidence-backed intervention strategy for our targeted Area of Focus. Our approach integrates Khan Academy, i-Station, and "Big Ideas" program materials, prioritizing personalized learning and foundational skill reinforcement.

Khan Academy, an acclaimed online platform, forms the core of our strategy. It personalizes learning paths for each student, utilizing adaptive technology to identify areas for improvement. Real-time feedback and progress tracking facilitate timely intervention and guidance, empowering students to advance at their own pace.

Additionally, i-Station, a well-researched math program, aligns with established educational standards, offering high-quality instruction and enriching math lessons.

Supplementing these tools, the "Big Ideas" program book reinforces fundamental skills, ensuring a strong mathematical foundation for our students. This evidence-based intervention caters to diverse learning needs, striving for a comprehensive mathematical education that equips students to confidently tackle future challenges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

At PM Wells Charter Academy, we prioritize evidence-based education intervention for Levels 1 and 2 students. Swift intervention bridges knowledge gaps and ignites subject enthusiasm.

Khan Academy and i-Station are chosen for compelling reasons:

Personalized Learning: Tailored paths through adaptive technology.

Research-Driven: Aligned with best practices and well-designed content.

MTSS: Seamless integration aids struggling students through diagnostic tools.

Holistic Feedback: Empowers educators for dynamic teaching.

Future Ready: Prepares students for the digital age.

In summary, integrating Khan Academy and i-Station precisely caters to Levels 1 and 2, promoting math proficiency and preparing students for the future. The Intensive Math Course using Khan Academy addresses specific challenges, fostering math excellence.

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.

Implement Eureka 'Great Minds' Math K-5, providing training for teachers, securing materials, and engaging parents for enhanced student math proficiency.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 30, 2023 for purchase and ongoing for implementation

Integrate the "Big Ideas" Book Program K-5 to strengthen foundational math skills, foster deeper understanding, and enhance problem-solving capabilities.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 30, 2023 for purchase and ongoing for implementation.

Implement iStation K-5 to enhance reading skills, monitor progress, and offer personalized learning paths for improved literacy outcomes.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 30, 2023 for purchase and ongoing for implementation.

Utilize Khan Academy K-5 for adaptive, personalized math instruction and continuous progress tracking, enhancing student mastery and engagement.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 30, 2023 for purchase and ongoing for implementation.

Hire paraprofessionals to provide targeted assistance to struggling learners, enhancing academic support and promoting student success.

Person Responsible: Ivonne Sardinas Darder (isardinas@pmwellsacademy.org)

By When: August 30, 2023

Establish and sustain PLCs to foster collaborative teacher growth, share best practices, and drive continuous instructional improvement.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing

Conduct a comprehensive analysis of student math assessment data, including EOC exam scores and FCAT results, to identify areas of improvement and target specific math challenges.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 10, 2023

Based on data analysis, select evidence-based interventions tailored to address the identified math challenges. Consider strategies such as small group instruction, targeted math tutoring, and adaptive online learning platforms.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 30, 2023

Recruit and hire a qualified Intensive Math Teacher who specializes in providing personalized instruction and support to students at Level 1 and Level 2

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 10, 2023

Provide ongoing professional development for teachers to enhance their math instructional strategies, ensuring they are equipped to effectively support struggling math learners.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Throughout the school year, with a detailed schedule.

Collaborate with the Math Department to modify the math curriculum to accommodate diverse learning needs, integrating additional support materials and resources.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 10, 2023

Implement quarterly progress monitoring assessments to track individual student growth and identify areas requiring additional support or intervention.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: September 1, 2023

Foster strong communication with parents, sharing student progress reports, and providing guidance on how parents can support their child's math development at home.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: October 15th, 2023

Form an MTSS Team comprising teachers, counselors, and intervention specialists to coordinate targeted support and resources for struggling math students.

Person Responsible: Iliana Rosado (irosado@pmwellsacademy.org)

By When: October 15th, 2023

Develop individualized learning plans for students identified at Level 1 and Level 2, outlining specific intervention strategies and academic goals.

Person Responsible: Iliana Rosado (irosado@pmwellsacademy.org)

By When: August 30th, 2023

Quarterly evaluate the effectiveness of implemented interventions and instructional approaches through data review and teacher feedback. Use this information to make data-driven decisions and continuously enhance math instruction.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing throughout the school year.

#4. Instructional Practice specifically relating to Science

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.

The primary focus at PM Wells Charter Academy is to elevate science proficiency for 5th-grade students. Our objective is to tackle the challenges students face in Science, particularly those who struggle to achieve proficiency. We are committed to implementing evidence-based strategies and interventions, providing focused support and instruction to ensure every student has the opportunity to excel in 5th-grade science and achieve academic success.

Rationale:

The identification of the key area of focus to enhance science proficiency for 5th-grade students was informed by a comprehensive review and analysis of assessment data, including EOC exam results and FCAT scores. This analysis uncovered that many students were falling below the expected proficiency levels in Biology, as evidenced by their performance in these assessments. This data-driven analysis underscored the pressing need to address the specific challenges students face in this subject, bridging the achievement gap and preparing them for future academic pursuits.

PM Wells Charter Academy is committed to bolstering students' science proficiency, equipping them for success in future science courses and related fields.

To ensure the intervention's efficacy, our school will prioritize evidence-based instructional approaches and targeted support. Our decision to implement engaging and interactive Biology lessons, hands-on laboratory experiences, and data-driven assessments is in line with best practices for science education at PM Wells Charter Academy.

Measurable Outcome:

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

At PM Wells Charter Academy, our goal is a 40% improvement in 5th-grade science comprehension by year-end, measured with standardized tests. Quarterly monitoring and tailored support will ensure success. We strive for a 50% performance boost in Science/Biology, aligning with FSA Science and Biology assessments for grades 8 to 10. This approach allows precise progress tracking and targeted interventions, ensuring our students are well-prepared for success in the Science/Biology domain.

Monitoring:

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

To boost fifth-grade science proficiency, we'll use formative and summative assessments (quizzes, unit tests, mock EOC exams) for performance evaluation. The Science Department will analyze data for tailored interventions, and quarterly meetings will review progress and the Flipped Classroom approach. Teacher training, class observations, and regular parent updates will ensure evidence-based alignment and engagement for supporting science learning at home.

For eighth-grade Biology proficiency, a similar data-driven approach using assessments will guide tailored interventions. Quarterly meetings and regular updates will assess progress and engagement for optimal learning outcomes.

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.)

At PM Wells Charter Academy, we employ an evidence-based strategy to enhance 5th-grade science proficiency by integrating hands-on laboratory experiences with the Flipped Classroom approach. Hands-on activities offer immersive learning, deepening comprehension through real-world application. Students analyze and draw conclusions from experiments, reinforcing Biology principles. The Flipped Classroom utilizes technology for pre-class learning, enabling interactive discussions and experiments during class. This active learning and personalized approach enhance engagement and critical thinking.

For 8th-grade Biology proficiency at PM Wells Charter Academy, we use a similar strategy of integrating hands-on laboratory experiences with the Flipped Classroom approach. Hands-on activities provide tangible learning experiences, reinforcing Biology concepts. The Flipped Classroom employs technology for pre-class content, allowing students to familiarize themselves with concepts. In-class time focuses on interactive discussions and collaborative experiments, enhancing engagement and critical thinking skills through personalized instruction.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We base our evidence-based strategy on integrating hands-on laboratory experiences with the Flipped Classroom approach to create an immersive and comprehensive learning environment for 5th-grade students. Hands-on laboratory activities enable practical application of theoretical knowledge, enhancing understanding of Science Standards and critical thinking. The interactive lab work promotes active participation and experimentation, fostering curiosity and inquiry. The Flipped Classroom complements this, empowering students to personalize learning at their pace. Research supports this integrated approach, highlighting its positive impact on academic performance and knowledge retention.

For 8th-grade students, we employ a similar rationale for integrating hands-on laboratory experiences with the Flipped Classroom approach to enhance Biology understanding and critical thinking. The hands-on activities encourage practical application of theoretical Biology knowledge, fostering deeper comprehension and active participation. The Flipped Classroom complements this by providing flexibility and personalized learning. Research supports this approach, emphasizing its positive impact on academic performance and knowledge retention.

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 the 5th-grade curriculum aligns with state standards and learning objectives.

Person Responsible: Iliana Rosado (irosado@pmwellsacademy.org)

By When: August 10, 2023

Provide professional development for teachers on the Flipped Classroom approach. Educate them on creating pre-recorded video lectures, interactive simulations, and online resources for students to access outside class.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing throughout the school year with a detailed schedule.

Collaborate with the 5th-grade team to design hands-on laboratory activities aligned with the science curriculum. Ensure that laboratory experiments are safe and relevant and enhance student understanding of scientific principles.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 15, 2023

Establish an accessible online platform for students to access Flipped Classroom materials easily. Provide training and technical support to teachers and students to ensure smooth technology integration.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: August 10, 2023

Monitor student participation and engagement in the Flipped Classroom activities and laboratory sessions. Support and encourage students needing additional assistance accessing and understanding the materials.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing throughout the school year.

Ensure that the Biology curriculum aligns with state standards and learning objectives. Collaborate with the Science Department to review and update the curriculum to encompass essential Biology concepts.

Person Responsible: [no one identified]

By When: August 10, 2023

Facilitate quarterly meetings among teachers to share experiences, best practices, and student progress. Collaboratively problem-solve and refine instructional strategies based on student needs and outcomes.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing throughout the school year

Conduct periodic evaluations of the implementation to assess its effectiveness. Use feedback from teachers, students, and parents to make necessary adjustments and enhancements to the Flipped Classroom and laboratory experiences.

Person Responsible: Cyndee Williams (cwilliams@pmwellsacademy.org)

By When: Ongoing throughout the school year, especially at the beginning of the school year, to ensure successful implementation

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).

Our school is dedicated to ensuring that school improvement funding allocations are strategically allocated based on identified needs. This process is particularly crucial for schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA).

1. Data-Driven Needs Assessment:

The first step in our process is conducting a comprehensive needs assessment. This assessment is data-

driven and includes a thorough analysis of various sources, including academic performance data, attendance records, discipline data, and stakeholder feedback. It helps us identify specific areas of need and determine where additional resources and interventions are most critical.

2. Identification of Priority Areas:

Based on the findings of the needs assessment, we prioritize specific areas for improvement. These may include academic achievement in specific subjects or grade levels, attendance, behavior and discipline, or other targeted areas identified through data analysis.

3. Alignment with SIP Goals and Strategies:

The allocation of school improvement funding is closely aligned with the goals and strategies outlined in our School Improvement Plan (SIP). Each identified priority area corresponds to specific interventions and activities detailed in the SIP. This ensures that resources are directed towards initiatives that directly address the identified needs.

4. Resource Allocation Committee:

We establish a Resource Allocation Committee comprised of key stakeholders, including school leaders, teachers, parents, and community members. This committee is responsible for reviewing funding allocations, making recommendations, and ensuring that resources are distributed equitably and in alignment with identified needs.

5. Transparent Decision-Making Process:

Our resource allocation process is transparent and inclusive. The committee engages in open discussions, considers input from various stakeholders, and carefully weighs the potential impact of each allocation decision on student outcomes.

6. Prioritization of Evidence-Based Interventions:

We prioritize evidence-based interventions and strategies that have demonstrated effectiveness in addressing the identified needs. These interventions are grounded in research and have a track record of success in similar educational contexts.

7. Flexibility and Responsiveness:

We recognize the importance of flexibility in resource allocation. As needs evolve or new data becomes available, we are prepared to adjust funding allocations accordingly. This allows us to remain responsive to emerging challenges and opportunities for improvement.

8. Monitoring and Evaluation of Resource Use:

We implement a rigorous system for monitoring the use of allocated resources. This includes regular progress monitoring, data analysis, and performance assessments to ensure that resources are being utilized effectively to drive positive outcomes.

9. Stakeholder Engagement and Feedback:

We actively seek input from stakeholders, including parents, teachers, and community members, regarding the allocation of resources. Their perspectives and insights are valued and taken into consideration in the decision-making process.

10. Reporting and Transparency:

We maintain transparency in our resource allocation process by providing regular updates and reports to the school community. This includes clear communication about how funding is being allocated, the intended impact of interventions, and progress towards meeting identified goals.

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

NA

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

NA

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

NA

Grades 3-5 Measurable Outcomes

NA

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.

NA

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?

NA

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?

NA

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**

NA

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.

Dissemination Plan for School Improvement Plan (SIP), UniSIG Budget, and SWP:

School Website:

The SIP, UniSIG Budget, and SWP will be available on the school's website under the "Resources" tab. Efforts will be made to provide it in multiple languages for accessibility.

Parent Meetings and Workshops:

Regular meetings and workshops will be scheduled for parents to review and discuss the SIP, UniSIG Budget, and SWP, accommodating different schedules.

Parent-Teacher Conferences:

During conferences, a session will be allotted to review the plans, allowing for questions and discussion.

Newsletter and Email Updates:

Monthly newsletters and emails will include updates on SIP progress, along with relevant information on the UniSIG Budget and SWP.

Social Media Platforms:

Official social media accounts will be used to share key updates and achievements related to the SIP, using visuals and videos.

Parent Advisory Committee (PAC):

The PAC will review and provide input on the plans in dedicated meetings.

Community Forums and Events:

Forums and events will be organized to present the plans to a wider audience, engaging the community.

Local Partnerships and Collaborations:

Local businesses and organizations will be engaged to disseminate information about the plans through workshops and joint initiatives.

Printed Materials and Flyers:

Hard copies of key information will be available in the main office for those who prefer printed materials.

Feedback Mechanism:

A designated mechanism will be established for stakeholders to provide input on the plans through suggestion boxes, surveys, or dedicated email addresses.

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 is committed to fostering strong and positive relationships with parents, families, and other community stakeholders to align with our mission, support the diverse needs of our students, and ensure parents are well-informed of their child's progress. Our Family Engagement Plan is a cornerstone of this endeavor and outlines the strategies and initiatives we employ to facilitate meaningful connections.

1. Open Communication Channels:

We prioritize open, transparent, and two-way communication. Regular newsletters, emails, and phone calls will be used to keep parents informed about school activities, events, and their child's academic progress. Additionally, we maintain an updated school website with a dedicated section for family resources and announcements.

2. Parent-Teacher Conferences:

Scheduled parent-teacher conferences provide an opportunity for face-to-face interactions. These meetings serve as a platform for discussing academic progress, strengths, areas for improvement, and setting collaborative goals for the child's success.

3. Family Workshops and Information Sessions:

We conduct workshops and information sessions on a variety of topics relevant to parents and families. These may include literacy and math strategies, college and career readiness, and navigating online learning platforms. By equipping parents with valuable resources, we empower them to actively support their child's education.

4. Parent Advisory Committee (PAC):

The PAC serves as a forum for parents to contribute their perspectives, insights, and feedback. This committee meets regularly to discuss school policies, initiatives, and strategies to enhance family engagement. Their input is valued in shaping the school's direction.

5. Volunteer Opportunities:

We encourage parents and families to become active participants in their child's education by offering various volunteer opportunities. This may involve assisting in classrooms, participating in school events, or contributing to extracurricular activities. By involving parents directly, we create a sense of ownership and partnership in the educational process.

6. Collaborative Decision-Making:

We believe in collaborative decision-making and seek input from parents on important matters through

surveys, focus groups, and town hall meetings. This ensures that decisions made at the school are reflective of the collective interests and aspirations of the entire school community.

7. Community Partnerships:

We actively seek collaborations with local businesses, organizations, and community groups. These partnerships provide additional resources, mentorship opportunities, and support services that enrich the educational experience for our students and families.

8. Multilingual Support:

Recognizing the diverse linguistic backgrounds of our families, we provide translation services, materials in multiple languages, and access to interpreters during important meetings and events. This ensures that language is not a barrier to engagement.

The school's Family Engagement Plan is publicly available on our website at [insert webpage link]. This plan details our commitment to fostering strong family-school partnerships and provides a comprehensive overview of the strategies and initiatives in place to engage parents and families in their child's education.

Through these concerted efforts, we aim to create a welcoming, inclusive, and supportive school environment where parents, families, and community stakeholders feel valued, informed, and empowered to actively contribute to the success and well-being of our students.

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)

The school is dedicated to enhancing the academic program to provide students with a rigorous and enriching educational experience. Our strategies for strengthening the academic program, increasing learning time, and implementing an enriched curriculum align with the goals outlined in Part III of the School Improvement Plan (SIP).

1. Curriculum Review and Alignment:

A comprehensive review of the curriculum is underway to ensure it aligns with state standards and best practices. This process involves mapping curriculum content, identifying key learning objectives, and integrating cross-curricular connections to provide a cohesive and robust educational experience.

2. Differentiated Instruction:

Recognizing the diverse learning needs of our students, we are implementing differentiated instruction strategies. This approach tailors teaching methods to address individual learning styles and abilities, allowing every student to access the curriculum at their own pace and level of challenge.

3. Targeted Intervention and Support:

A tiered intervention system is in place to provide additional support to students who may be struggling academically. This includes small-group instruction, one-on-one tutoring, and access to specialized resources to address specific learning gaps.

4. Enrichment Programs and Opportunities:

Enrichment programs are being introduced to provide advanced learners with opportunities to delve deeper into subjects of interest. These programs may include honors courses, advanced placement (AP) options, and extracurricular activities that stimulate intellectual curiosity.

5. Extended Learning Opportunities:

To increase the amount of quality learning time, we are exploring options for extended school days and extended school year programs. These initiatives will provide students with additional instructional hours and opportunities for academic growth.

6. Project-Based Learning (PBL):

PBL initiatives are being integrated into the curriculum to foster critical thinking, problem-solving skills, and real-world application of knowledge. By engaging in hands-on, inquiry-based projects, students have the opportunity to deepen their understanding of academic concepts.

7. Professional Development for Educators:

A robust professional development program is in place to equip teachers with the latest instructional strategies and pedagogical approaches. This includes training on effective use of technology, data-driven instruction, and best practices in content delivery.

8. Advanced Placement (AP) and Dual Enrollment Programs:

We are actively exploring partnerships with local colleges and universities to offer AP courses and dual enrollment opportunities for eligible high school students. This allows students to earn college credits while still in high school, providing them with an enriched and accelerated curriculum.

9. Cross-Curricular Integration:

Emphasis is placed on integrating subjects to provide a holistic and interconnected learning experience. This approach fosters a deeper understanding of the relationships between different disciplines and encourages critical thinking across various domains of knowledge.

By implementing these strategies, the school aims to create a dynamic and engaging academic program that meets the diverse needs of our students. These efforts, outlined in Part III of the SIP, reflect our commitment to providing a high-quality education that prepares students for success in higher education and beyond.

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's improvement plan is developed with a holistic approach, taking into account the coordination and integration with various Federal, State, and local services, resources, and programs. This collaborative effort ensures a comprehensive and supportive environment for our students.

1. ESSA Programs:

Our plan is aligned with programs supported under the Every Student Succeeds Act (ESSA). This includes initiatives focused on equitable access to quality education, school improvement, and support

for English language learners and students with disabilities. By integrating these programs, we create a cohesive framework that addresses the diverse needs of our student population.

2. Violence Prevention Programs:

Collaborating with violence prevention programs is a priority in our plan. By working together with local organizations and agencies, we aim to create a safe and nurturing school environment. This includes implementing anti-bullying initiatives, conflict resolution strategies, and providing resources for mental health and well-being.

3. Nutrition Programs:

Our plan acknowledges the crucial role nutrition plays in a student's ability to learn and thrive. We coordinate with federal nutrition programs to ensure that our students have access to healthy and balanced meals. This partnership supports their physical and cognitive development, promoting a conducive learning environment.

4. Housing Programs:

Recognizing the impact of stable housing on a student's educational experience, we collaborate with local housing programs. This may involve providing resources to families facing housing challenges, advocating for affordable housing options, and connecting families with relevant support services.

5. Head Start Programs:

Coordination with Head Start programs is integral to our early childhood education initiatives. We work together to ensure a seamless transition for students entering our school from Head Start. This includes aligning curriculum, assessments, and providing additional support for students who may benefit from targeted interventions.

6. Adult Education Programs:

We recognize the importance of supporting the educational goals of parents and adult community members. By coordinating with adult education programs, we offer opportunities for skill development, literacy, and GED preparation. This not only benefits individual learners but also strengthens the overall educational landscape of our community.

7. Career and Technical Education (CTE) Programs:

Collaboration with CTE programs is essential in preparing our students for post-secondary success. We work together to align curriculum, provide relevant hands-on experiences, and offer pathways to certifications and industry-recognized credentials. This integration ensures that our students are well-equipped for future career opportunities.

8. Schools Implementing CSI or TSI Activities:

For schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) activities, our plan integrates strategies to support their improvement efforts. This may involve sharing best practices, providing additional resources, and facilitating professional development opportunities for educators.

By actively engaging with these Federal, State, and local services, resources, and programs, our school's improvement plan is enriched and strengthened. This collaborative approach ensures that our

students receive a well-rounded education, supported by a network of services that address their academic, social, and emotional needs. Together, we work towards providing every student with the opportunities and resources they need to succeed.

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))

Our school places a strong emphasis on holistic student development, recognizing that success extends beyond academic achievements. To address the diverse needs of our students, we have implemented a range of support services and strategies that focus on enhancing skills outside the academic subject areas. These services are designed to nurture students' emotional, social, and behavioral well-being.

1. Counseling Services:

Trained counselors are an integral part of our school's support system. They provide individual and group counseling sessions to address a variety of concerns, including academic stress, social challenges, and personal development. These sessions are conducted in a confidential and supportive environment, allowing students to express themselves freely.

2. School-Based Mental Health Services:

We have established partnerships with mental health professionals who provide on-site services to students. These services encompass assessment, counseling, and therapeutic interventions for students facing mental health challenges. This collaborative approach ensures that students receive timely and appropriate support.

3. Specialized Support Services:

Students with specific learning needs receive specialized support services tailored to their individual requirements. This may include accommodations, modifications, and targeted interventions to address challenges related to learning disabilities, behavioral concerns, or other exceptionalities.

4. Mentoring Services:

Our mentoring program pairs students with trained mentors who serve as positive role models and advocates. Mentors offer guidance, encouragement, and a listening ear to help students navigate personal and academic challenges. This one-on-one relationship fosters a sense of belonging and provides students with an additional source of support.

5. Social-Emotional Learning (SEL) Programs:

We have integrated SEL programs into our curriculum to promote emotional intelligence, self-awareness, and interpersonal skills. These programs include activities and lessons that teach students how to manage their emotions, resolve conflicts, and build positive relationships.

6. Behavior Intervention and Support:

Our school employs a proactive approach to behavior management, focusing on prevention and intervention. We utilize evidence-based strategies such as Positive Behavioral Interventions and Supports (PBIS) to create a positive school climate. This framework reinforces positive behaviors and provides structured interventions for students who may require additional support.

7. Crisis Intervention Protocols:

Our school has established clear protocols for addressing crisis situations and providing immediate

support to students in distress. Staff members are trained in crisis intervention techniques, and resources are available to connect students with professional help when needed.

8. Peer Support Programs:

Peer support initiatives are in place to encourage positive peer relationships and mutual assistance. Peer leaders are trained to offer support and guidance to their fellow students, creating a culture of empathy and camaraderie.

9. Parent and Family Involvement:

We actively involve parents and families in the support process. Workshops, seminars, and informational sessions are offered to equip parents with the knowledge and skills to support their child's well-being outside of 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))

Our school is deeply committed to preparing students for postsecondary opportunities and the workforce. We recognize the importance of equipping them with the skills, knowledge, and experiences needed to succeed in their chosen career paths. To achieve this, we have implemented a comprehensive approach that includes career and technical education (CTE) programs and opportunities for students to earn postsecondary credit while still in high school.

1. Career and Technical Education (CTE) Programs:

Our school offers a robust range of CTE programs designed to provide students with hands-on, practical skills in various career fields. These programs are aligned with industry standards and offer certifications or credentials that are recognized by employers. By participating in CTE courses, students gain valuable insights and experiences that prepare them for success in their chosen career paths.

2. Industry Partnerships and Work-Based Learning:

We actively collaborate with local businesses, industries, and community organizations to provide students with real-world exposure and experiences. Through internships, apprenticeships, job shadowing, and mentorship programs, students have the opportunity to apply their knowledge in authentic work settings. These experiences not only enhance their skills but also help them make informed decisions about their future career pathways.

3. Dual Enrollment and College Credit Opportunities:

We have established partnerships with local colleges and universities to offer dual enrollment programs. This allows eligible high school students to enroll in college-level courses and earn both high school and college credits simultaneously. This not only accelerates their progress towards a postsecondary degree but also provides a cost-effective way to pursue higher education.

4. College and Career Advising:

Our dedicated college and career advising team provides personalized guidance to students as they explore postsecondary opportunities. They assist with college applications, financial aid, scholarship opportunities, and career exploration. Additionally, they facilitate workshops and informational sessions to empower students with the knowledge and resources needed to make informed decisions about their future.

5. College Visits and Campus Tours:

We organize college visits and campus tours to expose students to a variety of postsecondary institutions. These visits provide firsthand experience of college life, academic programs, and campus

culture. They also help students envision themselves in a higher education setting, motivating them to pursue their academic goals.

6. Financial Literacy and Aid Workshops:

Understanding the financial aspects of postsecondary education is crucial. We conduct workshops on financial literacy, including information on scholarships, grants, loans, and other financial aid resources. This empowers students to make informed decisions about financing their education and managing their finances responsibly.

7. Career Exploration and Assessments:

We provide tools and resources to help students explore various career options based on their interests, strengths, and goals. This includes career assessments, personality assessments, and access to online resources that offer valuable insights into potential career pathways.

8. Alumni Engagement and Networking:

Our school maintains an active network of alumni who serve as valuable resources for current students. They share their experiences, insights, and advice on postsecondary education and career pathways, providing valuable mentorship and guidance.

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).

Our school is dedicated to creating a positive and inclusive learning environment for all students. To achieve this, we have implemented a schoolwide tiered model that focuses on preventing and addressing problem behavior, as well as providing early intervening services. This approach is designed to support the social-emotional well-being of students and ensure their success in the academic setting.

1. Tiered Model Framework:

Our tiered model is structured to provide a continuum of supports based on the varying needs of students. It consists of three tiers:

Tier 1: Universal Supports - These are strategies and interventions that benefit all students, creating a positive and inclusive school culture. This includes proactive classroom management, social-emotional learning (SEL) initiatives, and the promotion of positive behavior expectations.

Tier 2: Targeted Supports - For students who may require additional support, targeted interventions are implemented. This may involve small-group interventions, social skills groups, and individualized behavior plans.

Tier 3: Intensive Supports - For students with more complex needs, individualized and intensive interventions are provided. This may include individual counseling, specialized behavior plans, and collaboration with external support agencies.

2. Data-Driven Decision-Making:

Our tiered model is informed by data collected through various sources, including behavior assessments, observations, and input from teachers, parents, and students. This data helps us identify students who may benefit from additional support and tailor interventions to their specific needs.

3. Early Intervening Services:

Early intervening services are provided to students who may be at risk of developing more severe problem behaviors. These services are designed to address issues promptly, preventing them from escalating. Early intervention may include targeted behavior supports, counseling, social skills development, and parent involvement.

4. Coordination with IDEA:

Our efforts align with the requirements of the Individuals with Disabilities Education Act (IDEA). We work collaboratively with special education professionals to ensure that students with disabilities receive the appropriate supports and services outlined in their Individualized Education Programs (IEPs). This includes accommodations, modifications, and specialized behavior intervention plans (BIPs).

5. Professional Development and Training:

Staff members receive ongoing professional development and training on the implementation of the tiered model and evidence-based behavior interventions. This includes training on positive behavior support strategies, crisis de-escalation techniques, and trauma-informed practices.

6. Family Involvement:

We actively involve parents in the behavior support process. Parents are informed of the interventions being implemented and are provided with strategies to reinforce positive behavior at home. They are also invited to participate in meetings to review progress and collaborate on next steps.

7. Progress Monitoring and Evaluation:

We regularly monitor the progress of students receiving behavior interventions. This includes tracking behavior data, conducting regular check-ins, and adjusting interventions as needed. The effectiveness of the tiered model is evaluated through ongoing assessments and feedback from stakeholders.

8. Positive Reinforcement and Recognition:

We emphasize positive reinforcement and recognition of desired behavior. Students are acknowledged for their efforts and achievements, reinforcing a positive school climate and motivating continued growth.

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))

Our school places a strong emphasis on continuous professional learning and development to enhance instruction and effectively use data from academic assessments. Additionally, we are dedicated to recruiting and retaining effective teachers, particularly in high-need subjects. These efforts are aligned with the requirements outlined in the Every Student Succeeds Act (ESSA) to ensure that our educators are equipped with the knowledge, skills, and resources necessary to provide high-quality instruction.

1. Professional Development Opportunities:

We offer a range of professional development opportunities for teachers, paraprofessionals, and other school personnel. These sessions cover a wide array of topics, including instructional strategies, assessment literacy, differentiated instruction, classroom management, and culturally responsive teaching practices. Our goal is to provide educators with the tools they need to deliver effective and engaging instruction.

2. Data-Driven Instructional Practices:

Our professional learning activities focus on helping educators effectively utilize data from academic assessments to inform their instructional decisions. This includes training on how to analyze assessment results, identify areas of student need, and tailor instruction to meet those needs. We emphasize the use of formative assessments to provide timely feedback and adjust instructional strategies as necessary.

3. Specialized Training for High-Need Subjects:

Recognizing the critical importance of high-need subjects, such as mathematics and science, we provide specialized training and support for teachers in these areas. This may involve subject-specific workshops, access to instructional resources, and opportunities for collaborative planning with content-area experts.

4. Culturally Responsive Teaching Practices:

We prioritize professional development on culturally responsive teaching practices to ensure that our educators create inclusive and equitable learning environments. This training addresses strategies for meeting the diverse needs of students from various cultural backgrounds and perspectives.

5. Coaching and Mentoring Programs:

We have established coaching and mentoring programs to provide ongoing support and guidance for educators. Experienced teachers serve as mentors to offer instructional advice, share best practices, and provide a sounding board for new or less experienced colleagues. This mentorship fosters a culture of continuous improvement.

6. Collaboration and Professional Learning Communities (PLCs):

We encourage teachers to participate in collaborative learning communities, where they engage in meaningful discussions about instruction, assessment, and student achievement. These PLCs provide a platform for educators to share insights, reflect on their practices, and collectively problem-solve for the benefit of all students.

7. Recruitment Strategies:

To attract effective teachers, particularly in high-need subjects, we employ targeted recruitment strategies. This may include partnerships with local colleges and universities, participation in job fairs, and leveraging professional networks to identify and recruit qualified educators.

8. Retention Initiatives:

We implement retention initiatives to create a supportive and rewarding work environment for our educators. This includes opportunities for career advancement, recognition programs, ongoing professional development, and a culture that values and respects the contributions of all staff members.

9. Feedback and Evaluation Processes:

We have established feedback and evaluation processes that provide constructive feedback to educators about their instructional practices. This includes regular classroom observations, self-assessments, and opportunities for professional goal-setting and growth.

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))

Our school is deeply committed to ensuring a smooth and successful transition for preschool children as they move from early childhood education programs to local elementary school programs.

1. Transition Planning and Coordination:

We have established a structured transition planning process that begins well in advance of the start of the school year. This process involves close coordination between early childhood education programs and local elementary schools. Teachers, administrators, and support staff collaborate to share important information about each child's strengths, needs, and developmental progress.

2. Familiarization Visits and Orientation Sessions:

To ease the transition, we organize familiarization visits and orientation sessions for preschool children and their families. These sessions provide an opportunity for children to explore their new environment, meet their teachers, and become familiar with the layout of the school. Additionally, parents receive important information about school policies, procedures, and expectations.

3. Individualized Transition Plans (ITPs):

For children who may require additional support during the transition, we develop Individualized Transition Plans (ITPs). These plans are tailored to the unique needs of each child and outline specific strategies to ensure a smooth adjustment to the new school setting. ITPs may include additional classroom supports, accommodations, and specialized interventions.

4. Communication and Collaboration with Families:

Open and ongoing communication with families is essential during the transition process. We actively involve parents in the planning and decision-making process, seeking their input and addressing any concerns they may have. Regular updates, meetings, and resources are provided to help families support their child's transition.

5. Social-Emotional and Behavioral Supports:

Recognizing the importance of social-emotional development, we provide targeted supports to help children build positive relationships with peers and adults in the new school environment. This may include activities to foster social skills, emotional regulation, and conflict resolution.

6. Early Assessments and Data Sharing:

Early assessments are conducted to gather information about each child's academic and developmental progress. This data is shared with the receiving elementary school, ensuring that teachers are well-informed about the strengths and areas of growth for each incoming student. This allows for differentiated instruction to meet individual needs.

7. Collaboration with Community Partners:

We collaborate with community partners, including local agencies and organizations, to provide additional resources and supports for children and families during the transition process. This may include access to enrichment programs, counseling services, and other community-based resources.

8. Peer Support and Buddies:

To help children feel more comfortable and connected in their new environment, we may assign peer buddies from the existing student body to welcome and support incoming preschoolers. This peer-to-peer connection provides a sense of belonging and helps children build positive relationships from the start.

9. Continued Monitoring and Support:

The transition process does not end with the first day of school. We continue to monitor the progress of each child and provide ongoing support as needed. This includes regular check-ins, assessments, and adjustments to strategies to ensure a successful transition.