

The School District of Palm Beach County

The Learning Academy At The Els Center Of Excellence



2023-24

Schoolwide Improvement Plan (SIP)

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The Learning Academy At The Els Center Of Excellence

18370 LIMESTONE CREEK RD, Jupiter, FL 33458

www.rlacademy.com

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

The Learning Academy is a Palm Beach County charter high school serving students ages 14-21 with autism spectrum disorder. Our school is located in Jupiter, Florida on the state-of-the-art Els Center of Excellence campus built by the Els for Autism Foundation to specifically meet the needs of individuals on the autism spectrum. The Learning Academy shares the campus with the Els for Autism Foundation, a foundation whose mission is to better understand the aspirations of all people with autism spectrum disorder and to help them to fulfill their potential to lead positive, productive and rewarding lives.

Our Mission: Preparation for Life After School

To achieve this mission our school helps individuals with autism spectrum disorder attain and maintain employment, contribute to community life, as well as develop and maintain relationships through individualized custom accommodations, education, and supports.

Provide the school's vision statement.

To achieve the school's mission our school helps individuals with autism spectrum disorder attain and maintain employment, contribute to community life, as well as develop and maintain relationships through individualized custom accommodations, education, and supports.

To achieve our mission The Learning Academy focuses on the areas of:

Academics

Pre-Vocational exploration and employment preparation

Daily living skills

Social skills

Communication

We understand and recognize that each of our students are unique and that their post-graduation goals will be unique as well.

The Learning Academy's program is based on the principles of applied behavior analysis (ABA). We provide quality educational programming that is tailored to meet the needs of each student.

The Learning Academy is committed to providing high quality education through individualized education programs, accommodations, modifications and supports including:

Low student to teacher ratios

Differentiated instruction

Research-based curriculum

Assistive technology

Visual supports

Positive Reinforcement

Functional behavior assessments

In addition to individualized instruction in the core curriculum areas of English, mathematics, science and social studies, students have the opportunity to participate in:

Physical education

Golf

Music

Art

Vocational training

Life skills training
Social pragmatic language instruction
Community-based instruction
In-house and community vocational experiences

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
Honsberger, Toby	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as the principal, he must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Steele, Kathryn	Assistant Principal	<p>As assistant Principal Ms. Kathryn Steele supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p> <p>As the ESE Contact Kathryn Steele manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>
Doherty, Danielle	Behavior Specialist	<p>The Director of Behavioral Services Danielle Doherty provides teachers with instructional leadership and support for the continuous academic improvement of all students. Applies principles of the Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. She assists in ensuring cultural/social competence and responsiveness within the instructional practices and the implementation of the school-wide culture. Ms. Doherty uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet the individual needs of</p>

Name	Position Title	Job Duties and Responsibilities
		students. Finally. She guides teachers in effectively using data to adjust instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.
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.		
<ul style="list-style-type: none"> - Administration frequently monitors student achievement - Our transition specialist connects with community businesses to create partnerships for community and vocational involvement for our students. - Our school Mental Health Counselor supports the behavioral and mental health of students and works along with the school counselors and behavioral staff - A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app". The "Raptor System" is used to sign parents/visitors before they can go to a classroom, or school event on campus, and most recently 		
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))		
<p>The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:</p> <ul style="list-style-type: none"> • Strategic visioning and planning • Problem identification and root cause analysis • Developing action steps towards improvement • Creating and maintaining a culture of collaboration towards shared decision-making • Supporting professional learning and improvement <p>Monitoring will take place throughout the year.</p>		
Demographic Data		
Only ESSA identification and school grade history updated 3/11/2024		
2023-24 Status (per MSID File)		Active
School Type and Grades Served (per MSID File)		Combination School PK-12

Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	38%
2022-23 Economically Disadvantaged (FRL) Rate	0%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP)* White Students (WHT)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: UNSATISFACTORY 2017-18: MAINTAINING
DJJ Accountability Rating History	

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*	11	49	53	20	52	55	19		
ELA Learning Gains				20			30		
ELA Lowest 25th Percentile									
Math Achievement*		51	55	28	45	42	17		
Math Learning Gains				58			30		
Math Lowest 25th Percentile				46					
Science Achievement*		46	52		48	54	22		
Social Studies Achievement*	15	63	68		57	59			
Middle School Acceleration		68	70		51	51			

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Graduation Rate	88	73	74	67	38	50	62		
College and Career Acceleration	0	39	53	0	62	70			
ELP Progress		53	55		64	70			

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	114
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	239
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	67

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	4	1
ELL				
AMI				
ASN				
BLK				
HSP	10	Yes	2	1
MUL				
PAC				
WHT	37	Yes	4	
FRL				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL				
AMI				
ASN				
BLK				
HSP	35	Yes	1	
MUL				
PAC				
WHT	38	Yes	3	
FRL				

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	11							15		88	0	
SWD	11							15		0	4	
ELL												
AMI												
ASN												
BLK												
HSP								10			1	
MUL												
PAC												
WHT	13							15			3	
FRL												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	20	20		28	58	46				67	0	
SWD	20	20		28	58	46				67	0	
ELL												
AMI												
ASN												
BLK												
HSP				20	50							
MUL												
PAC												
WHT	22	15		27	56					70		
FRL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	19	30		17	30		22			62		
SWD	19	30		17	30		22			80		
ELL												

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
AMI												
ASN												
BLK												
HSP				14			33					
MUL												
PAC												
WHT	19	21		16	26		21					
FRL												

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	50%	*	50%	*
09	2023 - Spring	*	48%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	48%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	50%	*	48%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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 showed the lowest performance was the F.A.S.T English Language Arts assessment. The assessment results yielded that 50% of The Learning Academy Grade 10 students performed at the Achievement Level 1. The contributing factor to last year's low performance was the ability level of our students. The Learning Academy educates students of varying abilities and cognitive levels diagnosed with autism spectrum disorder. Given the challenges of the students our school serves, the medium for assessment is not always appropriate for each student's needs. In addition, the effects of student's disability may inhibit expected progress.

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

English Language Arts showed the greatest decline from the prior year. In FY22 100% of the Grade 10 students passed the FSA ELA. The contributing factor to last year's low performance was the ability level of our students. The Learning Academy educates students of varying abilities and cognitive levels diagnosed with autism spectrum disorder. Given the challenges of the students our school serves, the medium for assessment is not always appropriate for each student's needs. In addition, the effects of student's disability may inhibit expected progress.

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.

English Language Arts showed the greatest gap compared to the state average. The contributing factor to last year's low performance was the ability level of our students. The Learning Academy educates students of varying abilities and cognitive levels diagnosed with autism spectrum disorder. Given the challenges of the students our school serves, the medium for assessment is not always appropriate for each student's needs. In addition, the effects of student's disability may inhibit expected progress.

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

Mathematics showed the most improvement. No new tangible new actions were taken that we have identified as factors that may have resulted in the improvement. The teachers have been utilizing the most relevant specialized instructional strategies for their individual students from the start of the year.

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

Reading deficiencies and level one scores on the statewide FAST ELA assessment is a potential area of concern. The demonstrated difficulties within ELA for The Learning Academy's students based upon FAST progress monitoring results and teacher observations/assessments include comprehension, fluency, phonics, and phonemic awareness, and these are having the largest negative impact on students being able to attain grade level skills. These deficiencies are having the largest impact on the increasing number of students scoring Level 1 on the FAST ELA assessment, and continuing to ensure teacher academic instruction aligns with current best practices and is meaningful for individual students will be a top priority for the school.

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

- practice test taking skills
- continue to work on receptive and expressive communication skills
- continue to target skills at or above current levels of performance

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 Teacher Retention and Recruitment

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.

Teacher retention and recruitment was identified because the relationships that teachers establish with our population students is critical to student performance and achievement throughout the year. High levels of turnover results in a challenge to establish meaningful relationships with students. Given the high rates of turnover in education, properly training new teachers is integral to implementing effective instruction for teachers. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's

Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic

Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the

benchmark and intended learning.

The results of our ELA 50% was our lowest performing category when comparing the scores from one year to the next.

Measurable Outcome:

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

The school will continue to establish teacher support and mentor programs to ensure teachers don't become burnt out and fell supported and reinforce success throughout the school year. Teachers will receive training and follow up coaching related to evidence-based instructional practices until the teacher can reliably demonstrate the targeted instructional practice. By February 2024, we will increase the

overall percentage of students scoring level 3, 4 or 5 on the ELA Progress Monitoring by 5%.

By May 2024, The Learning Academy will attempt to increase the overall percentage of students scoring level 3,

4 or 5 by another 5%.

Monitoring:

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

Monthly teacher support meetings will be scheduled and recorded and teachers will be asked about how they feel supported. Data will be collected on the teacher performing the evidence-based instructional strategy independently in working with students. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At The Learning Academy we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by members of the leadership team.

Person responsible for monitoring outcome:

Toby Honsberger (toby.honsberger@pbcharterschools.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.)

teacher support programs

Modeling and coaching

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.

2. F.A.S.T. tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Language Arts teachers will use reading and writing strategies to enhance students' ability to integrate knowledge.

4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and

instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

based-on teacher feedback - this is an area that they feel would be helpful

1. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.

2. Students who participate in the tutoring program have demonstrated an increase in student achievement

based on the most recent data from standardized assessments.

3. The incorporation of reading and writing strategies such as CLS are effective tools that enable teachers to

differentiate instruction based on a student's specific area of need.

4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make

decisions to improve student achievement and progress.

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 4 - Demonstrates a Rationale

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.

create a schedule of teacher support meetings

Person Responsible: Toby Honsberger (toby.honsberger@pbcharterschools.org)

By When: September 15th, 2023

#2. Instructional Practice specifically relating to Instructional Coaching/Professional Learning**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.

Given the high rates of turnover in education, properly training new teachers is integral to implementing effective instruction for teachers. If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our ELA 50% was our lowest performing category when comparing the scores from one year to the next.

Measurable Outcome:

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

Teachers will receive training and follow up coaching related to evidence-based instructional practices until the teacher can reliably demonstrate the targeted instructional practice. By February 2024, we will increase the overall percentage of students scoring level 3, 4 or 5 on the ELA Progress Monitoring by 5%. By May 2024, The Learning Academy will attempt to increase the overall percentage of students scoring level 3, 4 or 5 by another 5%.

Monitoring:

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

Data will be collected on the teacher performing the evidence-based instructional strategy independently in working with students. Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At The Learning Academy we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by members of the leadership team.

Person responsible for monitoring outcome:

Toby Honsberger (toby.honsberger@pbcharterschools.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.)

Modeling and coaching

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. F.A.S.T. tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Language Arts teachers will use reading and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively

unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. The incorporation of reading and writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

A training scheduled will be established for new teachers

Person Responsible: Toby Honsberger (toby.honsberger@pbcharterschools.org)

By When: September 15th 2023

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)).

School resources and allocations are focused on hiring ESE teachers to allow for increased small group instruction opportunities due to lower staff to student ratios in the classroom, as well as ongoing professional development opportunities either on campus or in the area so the teachers can engage in focused planning that will strengthen their academic instruction and data collection/analysis. The leadership team supports and mentors teachers to ensure consistency with professional development for instructional staff and access and training regarding appropriate curriculums. School resources are also focused on curriculum resources themselves to increase student access and achievement of the Florida B.E.S.T standards, provide intensive reading interventions to students demonstrating deficiencies, and to have resources to support student social/emotional needs and growth.