

St. Lucie Public Schools

Independence Classical Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	14
III. Planning for Improvement	18
IV. ATSI, TSI and CSI Resource Review	24
V. Reading Achievement Initiative for Scholastic Excellence	24
VI. Title I Requirements	26
VII. Budget to Support Areas of Focus	28

Independence Classical Academy

2902 S. JENKINS ROAD, Fort Pierce, FL 34981

www.icacharter.org

School Board Approval

This plan was approved by the St. Lucie 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.

Independence Classical Academy exists to provide a disciplined and highly engaging learning environment rich in scholarship, character building and citizenship, and moral virtue, with an emphasis on literacy, civics and classical liberal arts.

Provide the school's vision statement.

This time-tested, classical liberal arts education will ensure students are highly prepared, through rigorous and relevant core content, to be highly productive and successful citizens with a strong sense of character and civic responsibility.

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
Howard, Sandy	Executive Director of Operations	<p>The executive director of operations (EDO) is responsible for overseeing the contracted services, transportation, food service, fiscal solvency, facility management, operational, and legal compliance. The EDO reports directly to the board and works directly with the principal hiring for all departments. S/he works directly with the board to develop financial input for school academic and extra- curricular programs. The EDO communicates with the board, teachers, and parents regarding overall progress toward the school's stated vision, challenges, and successes. She arranges and participates in negotiation contracts, attends conferences, supervises supplemental programs, facilitates parent workshops, writes grants, and serves as a liaison between school and community regarding marketing, open houses, and general school perception. Coaching team leads, mentoring school leaders, and observing and evaluating the principal and administration is another aspect of this position. The EDO provides oversight of the school to ensure the success of its policies and provisions as well as its relationship to the community. This position will take on a variety of operational and administrative responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school growth and community educational needs to develop appropriate growth models. The EDO position seeks to relieve the principal of non-instructional obligations so that s/he can focus almost exclusively on student achievement and the professional development of the teaching staff, as well as ensure student services and operations affecting student life are running smoothly (daily movement and oversight of students/faculty/staff on campus).</p> <p>The Academic Lead works closely to monitor student learning throughout the school year. Areas of focus include monitoring the classroom environment and student response to instruction, providing feedback to faculty to improve the instructional environment, data-based decision making, and oversight of curriculum to increase student achievement. The principal is responsible for evaluating, training, and monitoring the classroom environment including teacher professional development, instructional implementation and evaluation, as well as coaching and monitoring Faculty in the school building. S/he analyzes data in the areas of curriculum, assessments, and student discipline, identifying areas of need while also monitoring the data collection process and providing support to the faculty. S/he administratively supports and monitors the implementation of Tier 1, Tier 2, and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the faculty and staff. The administrative team meets regularly to discuss the status of the school, to make decisions, and to facilitate communication both administratively and to school faculty, families, and stakeholders. The principal also handles all hiring and human resources in regard to faculty, staff, tutoring, and aftercare. She works closely with the executive director of operations and director of facilities to ensure the safety and security of all persons on campus, as well as working directly with the dean of students in regard to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>student discipline, mental health, and threat assessment. The principal leads the school advisory committee in conducting surveys, accreditation, school improvement, and other policy and procedure development. S/he oversees all annual testing including ELL, ESOL, FAST, Star Renaissance, and EOC's. S/he reports to the state through the district approving the FTE student and staff surveys, ensuring that entries are properly coded. The Executive Director will be acting academic lead with assistance from a consultant for the 23/24 school year while conducting a search with the Governing Board for a Director of Academics.</p>
Holcomb, Brooke	Student Life and Communications Liaison	<p>Communications and Student Life coordinator assists the office and administrative staff by communicating the needs of the school to the public, functioning as the liaison between the faculty and administration as well as outside vendors for events. S/he directs and implements arrival and dismissal of students through the Pik My Kid app as well as communicating those procedures to parents/guardians. Under the direction of the EDO, s/he creates and delivers brand messaging, communications, social media posts, parent and staff newsletters, awards ceremony certificates, and all clubs and after school activities. S/he designs and maintains the website including the school calendar as well as the yearbook, school SIS, G-Suite and phone communications. The coordinator is responsible for student life activities such as field trips, school pictures, events, and fundraisers in conjunction with the EDO, the academic lead, the facilities director, and the PTO.</p>
Levy, Frances	Data Specialist	<p>The registrar/Data Specialist manages the student database (SIS-Skyward) and works with school personnel and district/state departments to ensure strict adherence to internal policy and charter requirements. S/he assists ICA families in the completion of all registration and assists students and faculty with training in the SIS, grade entering training and management, coding, and federal and state reporting. The registrar works closely with the EDO on student enrollment approvals and waitlists, responding to family, inquiries and ensuring that all paperwork is submitted in a timely manner and uploaded into all required systems. S/he provides all departments with proper paperwork to ensure student services are met (IEP, 504 plans, health records). The registrar works closely with the EDO to ensure budgets are being presented with appropriate enrollment projections. Working closely with the academic lead, s/he assists in the oversight of assessments such as ELL, ESOL, FAST, Star Renaissance, and EOC annual testing. She is also responsible for creating a master schedule for our students and staff rostering for faculty.</p>

Name	Position Title	Job Duties and Responsibilities
Green, Kelly	HR Liaison, Accounts Receivable/Payable	The Accounts Payable HR Liaison supports the administrative/leadership team in all matters regarding policy updates/additions/deletions, assisting in scheduling leadership appointments, receivable funds from clubs, vendors, and families, recording of payments received and reconciliation of funds. S/he maintains and manages invoices, recording and reconciliation as well as internal and external payment processes, reimbursement requests, and deposit slips. The assistant oversees the facility maintenance, scheduling, supervision, and order/inventory of supplies. S/he participates in the supervision of student dismissal, lunch duty, and hall monitoring.
Vazquez, Nicole	School Secretary	The school secretary manages the front office, supervises and screens who is on campus including students, parents, faculty and staff, visitors, vendors and others with secure check-in/out procedures. S/he ensures that everyone entering campus is directed to the appropriate department, staff member, or meeting place. The secretary assists in the development of protocols and procedures for reception processes and screens visitors by the proper scanning of IDs through the Raptor system. S/he manages and screens all volunteers and schedules volunteer orientations. S/he works closely with the school principal, communicating to substitute teachers and others who come in from both on and off campus. S/he receives documents and maintains records tracking and distributing documents to the proper faculty/staff. S/he communicates and organizes uniform distribution, receives and delivers deliveries, and works closely with the dean and principal regarding student movement through the front office and clinic. S/he works directly with the school clinician on medication dosing and recording of medication, bumps and bruises, and clinic visits.
Garcia, Irma		The data/attendance clerk is responsible for daily coding of attendance for all students to ensure proper FTE are kept. Notes from home, sign-in and sign-out sheets are inspected and recorded daily so the dismissal system is updated correctly and all tardies and early sign-outs are recorded in the SIS. In addition to the attendance, she serves the data specialist by performing clerical duties such as printing testing rosters, downloaded reports, and establishing/communicating schedules & changes with our faculty and families. This is a new position for 23/24 to streamline our processes as we grow.

Name	Position Title	Job Duties and Responsibilities
Predix, Kacey	Executive Assistant	This role is crucial to our executive team, performing many clerical and administrative roles, and serving as the liaison to the Board of Directors and Executive Director with all employees. The EA serves as the main point of contact for managing schedules, calendar of events, note-taking at meetings, and organizing many processes of the Executive Director and Board, such as accreditation, charter renewal, expansion and construction projects, new charter applications, SIP, agendas, board binders, ensuring all requirements of the charter deadlines are met by the Executive Director and Board of Directors.
Mullins, Danny	ESE Specialist	Overseeing all paraprofessional and instructional support staff is the main job for our ESE Specialist. Also responsible for ensuring the ESE services and accommodations are met for all students with 504 and IEP/EP plans, as well as managing evaluations, notification requirements, and student schedules are in place within SIS.
Chancey, Jessica		In a new role mid school year, Dean Chancey has taken our discipline processes and streamlined them, communicated them, and trained faculty effectively on them. She has instituted a new process using BIRS for classroom management tools and is effectively communicating our board policies to our parents and students. The Dean codes all BIRS, assigns disciplinary action, and manages day-to-day student body movement on campus to ensure we have a virtuous environment as we promote it to be.
Cross, Barbara	Enrollment & Assessment Coordinator	A new role in 23/24, she will oversee the assessment process with Mrs. Levy to ensure proper testing protocols, accommodations, and schedules are met. Mrs. Cross will begin to transition into the primary point of contact for all things state testing at ICA. She will send out family notices, develop timelines, and meet requirements for state testing at ICA. In addition, she will serve as the liaison for enrollment as well, managing the SchoolMint software system to enroll new students annually and complete the registration process at ICA, as a school of choice.

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.

Independence Classical Academy has an active parent teacher organization which has member parents, teachers, and administrators. There are many opportunities for stakeholder involvement in activities such as policy workshops, accreditation surveys, marketing groups, family events such as Winterfest, Town Halls, Grandparent's Day, Curriculum nights, and Honors Assemblies that connect ICA to its families and the community as a whole. The school vision and mission are posted on the website and throughout the

school and the students recite the student declaration and pillar of citizenship every morning as a whole group. The school SIS (Skyward) is the platform that allows families to monitor student academic progress, work completion, upcoming assignments, and student discipline as well as being a form of communication for parents and teachers through email and postings of upcoming events. Important information is posted on the website, social media, student planners, fliers, and other apps such as class dojo. Families and the school monitor student arrival, dismissal, and student activity check-in and check-out using the Pik-My-Kid app, which is another way for parents to stay informed about after school activities. Surveys are conducted to ensure that all stakeholders have a voice, and the mission and vision of the school is re-evaluated annually by the governing board, administrators, teachers, and stakeholders. The ICA administration has a positive relationship with the early childhood center adjacent to the school as well as Indian River State College. Volunteerism is encouraged and many stakeholder businesses work closely with the school to consult and participate in school improvement projects. Through these different outlets, all stakeholders have the opportunity to participate and drive the process of school improvement through surveys, participation in meetings and events, PTO, committees, workshops, and volunteering.

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))

Annually each year, after PM2, the administration and team leads will meet to review gains/losses in student achievement amongst various subgroups to identify areas of need. These areas will be the focus of the Title I and Title II budgets for the following school year to improve student learning outcomes. Once the areas are identified and budgets prepared, a presentation to the board and at the Title I parent night will be given. The areas of focus within the budget will then be incorporated into the overall annual goals of the SIP, which is approved by the board.

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-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	63%
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)* 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
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	3	1	7	1	3	1	3	1	20	
One or more suspensions	1	3	0	0	0	2	0	0	0	6	
Course failure in English Language Arts (ELA)	6	1	2	6	2	4	0	0	0	21	
Course failure in Math	0	0	1	3	0	2	0	0	0	6	
Level 1 on statewide ELA assessment	5	7	13	17	14	16	17	9	3	101	
Level 1 on statewide Math assessment	4	0	8	11	19	24	6	5	3	80	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	7	13	17	14	16	17	9	3	101	

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	2	1	5	2	1	1	5	3	0	20

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	1	2	2	5	0	1	1	1	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	18	9	2	5	7	5	6	10	8	70
One or more suspensions	1	2	1	3	3	1	6	7	4	28
Course failure in English Language Arts (ELA)	1	2	1	4	0	1	0	1	0	10
Course failure in Math	0	0	1	4	0	1	0	3	0	9
Level 1 on statewide FSA ELA assessment	15	16	19	13	15	16	18	9	10	131
Level 1 on statewide FSA Math assessment	24	5	25	9	21	24	6	5	3	122
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	16	13	11	27	20	27	35	18	12	179

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	2	1	0	0	0	1	0	1	5

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	3	0	1	0	0	0	0	5
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*	40	50	53	46	53	55	36		
ELA Learning Gains				48			38		
ELA Lowest 25th Percentile				39			27		
Math Achievement*	35	51	55	25	41	42	19		
Math Learning Gains				48			15		
Math Lowest 25th Percentile				55			25		
Science Achievement*	32	52	52	23	50	54	29		
Social Studies Achievement*	74	71	68	59	55	59	59		
Middle School Acceleration		75	70		50	51			
Graduation Rate		90	74		50	50			
College and Career Acceleration		69	53		74	70			
ELP Progress		44	55		78	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)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
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	8	Yes	2	2
ELL				
AMI				
ASN				
BLK				
HSP	34	Yes	1	
MUL	33	Yes	1	
PAC				
WHT	47			

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	39	Yes	2	

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	23	Yes	1	1
ELL				
AMI				
ASN				
BLK				
HSP	49			
MUL				
PAC				
WHT	41			
FRL	39	Yes	1	

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	40			35			32	74				
SWD	5			11							2	
ELL												
AMI												
ASN												
BLK												
HSP	44			38			21				3	
MUL	41			24							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	38			36			39	71			5	
FRL	35			24			26	68			5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	46	48	39	25	48	55	23	59				
SWD	0	30		0	60							
ELL												
AMI												
ASN												
BLK												
HSP	50	73		21	50							
MUL												
PAC												
WHT	44	43	34	26	48	53	20	63				
FRL	37	41	39	18	44	52	15	69				

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	36	38	27	19	15	25	29	59				
SWD	7	10		8								
ELL												
AMI												
ASN												
BLK												
HSP	44			47								
MUL												
PAC												
WHT	36	38	29	16	15	29	32	60				
FRL	33	39		14	14	18	27					

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	44%	46%	-2%	54%	-10%
07	2023 - Spring	44%	43%	1%	47%	-3%
08	2023 - Spring	37%	43%	-6%	47%	-10%
04	2023 - Spring	49%	52%	-3%	58%	-9%
06	2023 - Spring	24%	42%	-18%	47%	-23%
03	2023 - Spring	37%	42%	-5%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	48%	-18%	54%	-24%
07	2023 - Spring	44%	38%	6%	48%	-4%
03	2023 - Spring	42%	52%	-10%	59%	-17%
04	2023 - Spring	38%	56%	-18%	61%	-23%
08	2023 - Spring	63%	43%	20%	55%	8%
05	2023 - Spring	26%	48%	-22%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	37%	41%	-4%	44%	-7%
05	2023 - Spring	30%	47%	-17%	51%	-21%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	61%	13%	66%	8%

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 lowest performing students are FRL population and SWD population. Both subgroups made gains, especially in middle grades, showing that small group instruction and our focus of tutoring preferences offered to those students in these populations with use of ESSER and Title I funds paid off. We will continue to make tutoring a priority program to close the achievement gaps. The trends are testing scores are not moving upwards in the same direction connected to the time they spend at ICA, which shows the gaps from Covid are monumental and will continue to be a battle with some populations.

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

The greatest decline was ELA performance and 4th grade scores. Our assumption is that many schools offer computer-based programming to assist in the computer-based testing arena, as well as teaching to the test and standards-based education will perform better for students who are struggling to read. In addition, as we move to students being on digital devices more and spending less time reading, comprehension and fluency rates are dropping nationally. ICA has seen similar trends. As students age up, reading is incorporated more in math (word problems), civics, and science exams, which are all reading-based assessments at that level, which shows the struggling readers low performing test scores bleeding into other areas of assessment. ICA had three major teacher deficiencies in grades 1, 4, and Middle School ELA-and scores reflected those teaching gaps. All three teachers were non-renewed for the 23/24 school year to focus on closing the gaps.

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.

Grade 5/6 cohort showed the greatest gap, which are all kids who experienced Covid during 2nd/3rd grade, producing huge gaps in foundational math/reading competencies. ICA will continue to focus funding on our grades 3-5 students until they can be cured of the deficiencies caused by Covid learning loss. Our assumption would be that many of these students, had they TAKEN or been held ACCOUNTABLE to formal end-of-year assessment in 3rd grade, they would not have met proficiency, and would have been retained. But due to Covid-19 related school closures occurring IN their 3rd grade year or being EXEMPTED the following year-there were no measurements in which to make academic decisions, and leading to tough decisions in later years.

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

Middle School social studies, with almost the same jump (increase) as grade 5/6 showed a decline. ICA operates on the assumption that these students had already been past third grade retention triggers when Covid-hit, so were at the very least, proficient readers. To add to that, we implemented fidelity and a new instructor with a mastery of Social Studies instruction under his belt with a lot of passion for didactic learning and teaching. The fidelity in which this instructor taught that showed gains led to a summer teaching session and new PD model to ensure all faculty are teaching with the same fidelity, rigor, and passion. The number of students who showed two or more warning signs also decreased dramatically. This is in part accountable to the changes in policy at ICA. Once recognized, the relationship between attendance/behavior/achievement, we buckled down on attendance and behavioral requirements. Once adhered to, the gaps are seen to be closing on those students due to lessening risk factors.

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

1. Attendance. This is not new to ICA, we have struggled with it since opening. Our governing board has buckled down on the policy, and we are implementing new strategies to improve attendance. We believe faithfully that attendance issues lead to academic learning loss, because somethings (labs, lectures, Socratic discussions, etc..) simply cannot be "made up." Attendance is an issue to address, and we will set the expectation with new enrollees as well as current/returning students that this is a priority for us. Our sponsor, St. Lucie County Schools has also made attendance their number one area of focus-this has been a new trend for students since Covid hit, simply "not coming to school" has become "okay."
2. Discipline. With the academic rigor expected at ICA, we are buckling down on discipline. There are too many suspensions and detentions occurring. Many of these are stemming from academic concerns (students preferring to be sent out than deal with not being able to accomplish something academically) by students leading to discipline issues. In addition to not being in class to address the knowledge gap, the disciplinary actions are disrupting teaching and learning of the others in class. To create a virtuous culture, in which teachers and can teach and students will learn is our second most area of focus for EWS to have problem solving teams meet to discuss these students, send notifications of protentional ramifications of continued absences/disicpline issues with families, etc... are all ways we can hone in on these kids and try to change the trajectory to see marked improvements in their academic performance.

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

1. Student Discipline
2. Teacher Training / Professional Development
3. Faculty and Student Attendance
4. Teacher Recruitment / Retention
5. Grades 3-5 Math/ELA gains

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 Attendance**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.

Title I students are in a subgroup that are potentially ONLY getting academic interventions at school and cannot afford learning loss. Many do not get to read and have study time at home, so the teacher attendance is crucial to support these students. Teacher attendance creates academic learning loss and ICA will need to incorporate attendance into performance evaluations.

Measurable Outcome:

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

Teachers with higher attendance will see better gains between PM1 and PM3. Data shows in 22/23 that the three teachers with the highest absentee rate had the three lowest performing classes of students, directly tying attendance with performance. Socioeconomically disadvantaged students do not have access to the same tutoring, digital learning tools, and extra intervention as other students, so attendance must be a key area of focus to see gains with this subgroup.

Monitoring:

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

Attendance reports will be pulled for teachers just as they are for students and will be held to the same standards. Professional development will be provided as needed.

Person responsible for monitoring outcome:

Kelly Green (adminoffice@icacharter.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.)

There is no "intervention" involved in promoting attendance of teachers, but there are multiple studies showing the incentivizing of good attendance is directly correlated to student success cited here:

https://www.jstor.org/stable/145856?seq=1#metadata_info_tab_contents

<https://direct.mit.edu/edfp/article/4/2/115/10091/Are-Teacher-Absences-Worth-Worrying-About-in-the>

To incentivize teachers to take less time off, ICA is implementing additional merit-based programs and supporting benefits to keep teacher healthy, financially secure, and happy in their jobs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Teachers need to be present and accountable for teaching their students, just as ICA requires students to be accountable for learning and being present. The rationale is that there is a direct correlation between attendance and learning loss, therefore excessive teacher absences will no longer be tolerated. Our stakeholders (parents) considered in this have expressed concerns to our administration regarding the chronic absenteeism of teachers and how it may or may not be harming their student's growth. This has been an area of concern for the overall growth of the school and culture.

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.

HR absentee reports (quarterly); disaggregation of student data (grade portfolio and testing data) to build relationships between them.

Person Responsible: Kelly Green (adminoffice@icacharter.org)

By When: End of each quarter in a review of attendance. Presented to Mrs.Howard for review on how absenteeism is affecting academics.

#2. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

ICA will provide math and reading tutoring with priority offerings to FRL populations showing the greatest need.

Measurable Outcome:

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

Progress in math and ELA courses for students receiving targeted interventions.

Monitoring:

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

Curriculum based assessments and overall class performance/participation will reflect the gains from tutoring. Teachers showing a small group or one on one attention tutoring provides will provide skills that are not measurable but will have a lasting effect on student's ability, confidence, and performance.

Person responsible for monitoring outcome:

Sandy Howard (operations@icacharter.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.)

Tutoring will be provided to the FRL population (socio-economically disadvantaged subgroup) as a first priority upon initial PM1 data collection. Tutoring will be done using Title I funding which is the intent of the program, and intensive small group and one-on-one interventions provided using Riggs and Singapore math, both of which are research-based curriculums with built-in supplemental programming for remediation. To support the interventions, tutors will be qualified to deliver the instruction, an appropriate environment will be created to provide the services, and monitoring will be conducted in the form of gradebook audits and session attendance records.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Gradebook audits will reflect the growth of students in tutoring. Low socioeconomic status affects students more than academically and having someone show interest in them that "cares" about their education and builds them up, will also show better self-esteem. Having someone willing to remain after hours to work with them shows the care and concern over academic well-being. Many benefits for learning outcomes will occur when implementing evidence-based tutoring programs, especially amongst this subgroup that needs social-emotional, academic, and financial support.

<https://www.povertyactionlab.org/publication/transformative-potential-tutoring-pre-k-12-learning-outcomes-lessons-randomized>

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.

To set-up tutoring schedule of instructors, post job descriptions, and establish baseline priority offerings.

Person Responsible: Kacey Predix (k.predix@icacharter.org)

By When: End of 1st Quarter, once attendance is solid on the 23/24 roster (DNE students are cleared), PM1 data is back and registered to be disaggregated, and notices for tutoring can be sent out.

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).

ICA is unaware of any grant allocations towards the SIP, if they are available, we have not been notified of the funding award.

ICA uses Title I general funds to allocate towards these areas of focus are as follows:

Our employee benefits are paid for out of general funds and budgeted for in board approved FY24 budget. EDO Mrs. Howard will submit feedback to the board at the December meeting to update them on teacher attendance progress and PM1 vs PM2 comparison data and any correlation between. If additional supplemental funding is needed upon review of the budget, the board will be asked to review a budget amendment. Any incentives provided to teachers for attendance goals are paid for out of general funds and or referendum dollars, as prioritized by the board for teacher recruitment/retention purposes.

Tutoring programs are paid for by Title I funds, and all guidelines are followed. Attendance records are kept, students receiving FRL will be given priority placement, and reimbursements submitted for payroll expenses.

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

n/a

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

n/a

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

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring**Monitoring**

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

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs**Description:**

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

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale:

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

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

n/a

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

n/a

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.

The ICA schoolwide improvement plan will be posted on our website, placed in the front office binder for reading while waiting in the lobby, and disseminated via skyward once approved by the governing board. The plan is also reviewed at the annual Title I family night.

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 website is www.icacharter.org and once approved by the governing board, the SIP and FEP is placed on the website. In addition, we market school events at local area restaurants, stores, and businesses. We host school events outside of the campus in the community to garner support of the community, and we open events to the public. These are things like food/clothing/toy drives, annual 5K, festivals, etc..as well as participate in events that serve missions similar to ours that meet the vision of the school.

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

In order to enrich students' academic experience, teachers need to be present and engaged. They must go the extra mile to provide extracurricular activities to truly enrich students' learning. ICA will offer stipends to help teachers commit to teaching and tutoring outside of regular instructional hours. Only when the achievement gaps are closed will we be able to truly meet or exceed the mission and vision of ICA. We are dealing with severe deficiencies and academic gaps from students of all age groups and backgrounds, the requirement to fund programs that focus on closing those gaps are a priority in all areas before we can focus on growth.

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 funding and programs are all centered around Title I and Title II funding to implement programs otherwise unaffordable, that will allow ICA to meet the goals of the SIP surrounding teacher retention/recruitment and attendance, as well as school culture and environments conducive to learning. In addition to federal funding, ICA has access to local referendum dollars for 2023/24, and the governing board has committed a portion of those funds to incentivizing teachers who perform well in order to retain high-quality teachers.

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))

ICA contracts with the Sponsor (St Lucie County Public Schools) to meet this requirement by providing a social worker assigned to our campus weekly to assess and assist students struggling in other areas that are affecting learning outcomes. In addition to on site counseling, we have a threat assessment team assigned to meet monthly to address potential concerns and evaluate the need for referral to outside services. ALL of our faculty and staff are trained in Youth Mental Health and taught to be aware of where kids are and how they are. In addition, we also have assemblies for Middle School students to help them adapt and overcome things that they may need help with. These may involve talks, guest speakers, and

in house style field trips to develop life skills necessary for becoming independent thinkers and lifelong learners.

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))

n/a - ICA has not expanded into HS arena yet, but this is on our radar already as we prepare for that milestone. We have already taken steps to meet with District Sponsor representatives on Career-Technical Education and areas of focus for our academy and met with multiple stakeholders and the EDC to determine areas of need that may not already be being met by district schools, who we do not want to compete with, but compliment.

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).

We have a schoolwide safety plan, a threat assessment team, active trainings per statute, and problem-solving team meetings within our ESE department to ensure students of all abilities and disabilities are accommodated and potential problems are addressed. Specifically, we train all faculty that potential problems they see should be brought to the attention of the dean of students AND the ESE specialist to ensure proper protocols are followed if the student may need evaluated for services. All intervention services and disciplinary actions are considered with the student's level of accommodations in mind.

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))

Professional Development is mandatory at ICA. Fidelity to curriculum and the disaggregation of data for each student in a teachers' classroom are mandatory to understand their individual student population within the walls of their classroom so they can target the needs of each student. In addition, meetings are periodically held and trainings offered on HOW to read the data, how to explain it, and how to USE it. We do this during the pre-opening training, two professional development workshops, and end-of-year wrap-up.

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))

N/A-ICA does not currently offer early childhood programming. However, we do offer tours to VPK programs in the area for students interested in attending ICA for Kindergarten to ensure they understand the expectations and culture.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Attendance	\$0.00
---	--------	---	--------

2	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes