# Imagine School At North Port School



**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Imagine School At North Port

## 1000 INNOVATION AVE, North Port, FL 34289

### www.imagineschoolatnorthport.com

## 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:<br><br>1. Have an overall Federal Index below 41%;<br>2. Have a graduation rate at or below 67%;<br>3. Have a school grade of D or F; or<br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
| --- | --- | --- |
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

# I. School Information

## School Mission and Vision

**Provide the school's mission statement.**

The Mission of Imagine School at North Port is to educate all students in a safe, supportive, individualized and challenging environment where they can learn to be contributing citizens of our community.

**Provide the school's vision statement.**

Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for lifelong success.

## 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 |
|------|---------------|--------------------------------|
| Coover, Aleischa | Principal | |
| Tollar, Char | Instructional Coach | Mentoring new teachers, setting up coaching cycles, classroom walkthroughs, modeling lessons, oversees MTSS process, curriculum specialist, oversees professional development, collaborates with other coaches for best practices, develops and monitors the SIP. |
| Graham, Tony | Assistant Principal | Oversees the safety, security, and discipline processes/procedures for the campus. Provides support with tracking data and monitoring the SIP. |

### 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.

Our Parent Choice committee meets with parents and other stakeholders to collaborate on school-wide initiatives to support academic success and character development. Our Academic Achievement committee reviews previous data with stakeholders to help drive academic needs and direction. We conduct surveys throughout the year, with all of our stakeholders, to gather information, analyze, and determine what trends, if any, are evident. This information helps us determine primary focus areas and develop actions plans for continued improvement.

**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))

We conduct monthly data chats, monthly MTSS reviews, and weekly SWST meetings to identify the needs and determine what type support at-risk students are in need of. As we review the data, we make necessary adjustments to instruction based on the students individual needs. We also have daily inclusion teachers that push into classrooms to support instruction. They offer valuable input and feedback on student needs and instructional strategies. We review the SIP quarterly to ensure our goals and current needs align.

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

| | |
|---|---|
| **2023-24 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Combination School<br>KG-12 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 32% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 58% |
| **Charter School** | Yes |
| **RAISE School** | No |
| **ESSA Identification**<br>*updated as of 3/11/2024 | ATSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)*<br>English Language Learners (ELL)<br>Asian Students (ASN)<br>Black/African American Students (BLK)<br>Hispanic Students (HSP)<br>Multiracial Students (MUL)<br>White Students (WHT)<br>Economically Disadvantaged Students (FRL) |
| **School Grades History**<br>*2022-23 school grades will serve as an informational baseline. | 2021-22: C<br><br>2019-20: B<br><br>2018-19: B<br><br>2017-18: B |
| **School Improvement Rating History** | |
| **DJJ Accountability Rating History** | |

| **Early Warning Systems** | |
|---|---|

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 17 | 19 | 20 | 18 | 11 | 19 | 34 | 22 | 160 |
| One or more suspensions | 0 | 1 | 1 | 5 | 1 | 4 | 2 | 8 | 4 | 26 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 5 | 29 | 38 |
| Course failure in Math | 0 | 0 | 0 | 0 | 2 | 8 | 15 | 20 | 16 | 61 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 6 | 14 | 16 | 6 | 24 | 14 | 80 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 5 | 6 | 19 | 23 | 18 | 10 | 81 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 2 | 2 | 16 | 13 | 17 | 28 | 70 | 67 | 215 |

**Using the table above, complete the table below with the number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 6 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 2 | 16 | 15 | 15 | 18 | 16 | 21 | 27 | 25 | 155 |
| One or more suspensions | 0 | 2 | 1 | 1 | 1 | 0 | 5 | 5 | 9 | 24 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 1 | 0 | 1 | 6 | 13 | 24 | 45 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 3 | 6 | 5 | 15 | 29 |
| Level 1 on statewide FSA ELA assessment | 0 | 0 | 0 | 4 | 10 | 12 | 17 | 16 | 22 | 81 |
| Level 1 on statewide FSA Math assessment | 0 | 0 | 0 | 4 | 9 | 12 | 35 | 11 | 16 | 87 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**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 | 2 | 3 | 1 | 5 | 23 | 16 | 45 | 32 | 41 | 168 |

**The number of students identified retained:**

| Indicator | Grade Level | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 8 | 7 | 3 | 7 | 0 | 0 | 0 | 3 | 0 | 28 |
| 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* | 52 | 65 | 53 | 53 | 69 | 55 | 56 | | |
| ELA Learning Gains | | | | 47 | | | 45 | | |
| ELA Lowest 25th Percentile | | | | 42 | | | 34 | | |
| Math Achievement* | 49 | 68 | 55 | 49 | 37 | 42 | 51 | | |
| Math Learning Gains | | | | 43 | | | 32 | | |
| Math Lowest 25th Percentile | | | | 44 | | | 33 | | |
| Science Achievement* | 51 | 68 | 52 | 48 | 69 | 54 | 52 | | |
| Social Studies Achievement* | 70 | 81 | 68 | 72 | 66 | 59 | 73 | | |
| Middle School Acceleration | 48 | 77 | 70 | 36 | 45 | 51 | 58 | | |
| Graduation Rate | 92 | 91 | 74 | 99 | 63 | 50 | 94 | | |
| College and Career Acceleration | 49 | 62 | 53 | 47 | 82 | 70 | 47 | | |
| ELP Progress | 48 | 43 | 55 | 73 | 79 | 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 | 57 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 516 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 100 |
| Graduation Rate | 92 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 54 |

| 2021-22 ESSA Federal Index | |
|---|---|
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 653 |
| Total Components for the Federal Index | 12 |
| Percent Tested | 99 |
| Graduation Rate | 99 |

## 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 | 39 | Yes | 4 | |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | 48 | | | |
| BLK | 49 | | | |
| HSP | 55 | | | |
| MUL | 48 | | | |
| PAC | | | | |
| WHT | 58 | | | |
| FRL | 56 | | | |

| 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 | 35 | Yes | 3 | |
| ELL | 52 | | | |
| AMI | | | | |
| ASN | 50 | | | |
| BLK | 49 | | | |
| HSP | 45 | | | |

| 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% |
| MUL | 44 | | | |
| PAC | | | | |
| WHT | 53 | | | |
| FRL | 54 | | | |

**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 | 52 | | | 49 | | | 51 | 70 | 48 | 92 | 49 | 48 |
| SWD | 20 | | | 32 | | | 27 | 46 | | 20 | 7 | |
| ELL | 47 | | | 38 | | | | | | | 3 | 48 |
| AMI | | | | | | | | | | | | |
| ASN | 44 | | | 61 | | | 40 | | | | 3 | |
| BLK | 46 | | | 40 | | | 39 | 71 | | | 4 | |
| HSP | 55 | | | 42 | | | 58 | 50 | 29 | 58 | 9 | 45 |
| MUL | 39 | | | 63 | | | 43 | | | | 3 | |
| PAC | | | | | | | | | | | | |
| WHT | 53 | | | 50 | | | 52 | 72 | 46 | 48 | 8 | |
| FRL | 50 | | | 47 | | | 48 | 66 | 50 | 48 | 9 | 47 |

| 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 | 53 | 47 | 42 | 49 | 43 | 44 | 48 | 72 | 36 | 99 | 47 | 73 |
| SWD | 18 | 25 | 27 | 26 | 26 | 30 | 28 | 43 | | 100 | 30 | |
| ELL | 57 | 55 | 33 | 50 | 50 | 46 | 38 | 70 | | | | 73 |
| AMI | | | | | | | | | | | | |
| ASN | 55 | 43 | | 50 | 53 | | | | | | | |

### 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BLK | 47 | 45 | 29 | 42 | 46 | 44 | 70 | 69 | | | | |
| HSP | 53 | 54 | 32 | 48 | 44 | 31 | 31 | 65 | | | | |
| MUL | 52 | 50 | | 31 | 29 | | 60 | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 54 | 45 | 44 | 52 | 43 | 46 | 49 | 75 | 33 | 98 | 47 | |
| FRL | 51 | 46 | 42 | 47 | 46 | 47 | 43 | 68 | 27 | 97 | 56 | 83 |

### 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 | 56 | 45 | 34 | 51 | 32 | 33 | 52 | 73 | 58 | 94 | 47 | |
| SWD | 27 | 35 | 32 | 30 | 30 | 25 | 26 | 36 | | | | |
| ELL | 40 | 38 | | 38 | 26 | | 31 | | | | | |
| AMI | | | | | | | | | | | | |
| ASN | 46 | 56 | | 48 | 41 | | 45 | | | | | |
| BLK | 55 | 43 | 30 | 38 | 26 | 23 | 38 | 82 | 50 | | | |
| HSP | 52 | 37 | 41 | 49 | 27 | 19 | 50 | 75 | 56 | | | |
| MUL | 45 | 47 | | 41 | 31 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 58 | 46 | 31 | 54 | 33 | 38 | 54 | 71 | 60 | 95 | 49 | |
| FRL | 52 | 44 | 36 | 48 | 33 | 38 | 49 | 72 | 55 | 83 | 40 | |

**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 | 41% | 58% | -17% | 50% | -9% |
| 05 | 2023 - Spring | 70% | 67% | 3% | 54% | 16% |

| ELA | | | | | | |
|------|------|--------|----------|-----------------------------------|-------|-------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 56% | 55% | 1% | 47% | 9% |
| 08 | 2023 - Spring | 40% | 55% | -15% | 47% | -7% |
| 09 | 2023 - Spring | 53% | 59% | -6% | 48% | 5% |
| 04 | 2023 - Spring | 59% | 67% | -8% | 58% | 1% |
| 06 | 2023 - Spring | 47% | 54% | -7% | 47% | 0% |
| 03 | 2023 - Spring | 56% | 61% | -5% | 50% | 6% |

| MATH | | | | | | |
|------|------|--------|----------|-----------------------------------|-------|-------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 45% | 61% | -16% | 54% | -9% |
| 07 | 2023 - Spring | 56% | 67% | -11% | 48% | 8% |
| 03 | 2023 - Spring | 74% | 70% | 4% | 59% | 15% |
| 04 | 2023 - Spring | 55% | 70% | -15% | 61% | -6% |
| 08 | 2023 - Spring | 38% | 54% | -16% | 55% | -17% |
| 05 | 2023 - Spring | 53% | 66% | -13% | 55% | -2% |

| SCIENCE | | | | | | |
|------|------|--------|----------|-----------------------------------|-------|-------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 39% | 55% | -16% | 44% | -5% |
| 05 | 2023 - Spring | 52% | 67% | -15% | 51% | 1% |

| ALGEBRA | | | | | | |
|------|------|--------|----------|-----------------------------------|-------|-------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 53% | 65% | -12% | 50% | 3% |

| GEOMETRY | | | | | | |
|------|------|--------|----------|-----------------------------------|-------|-------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 41% | 59% | -18% | 48% | -7% |

| BIOLOGY | | | | | | |
|---------|------|--------|----------|--------------------------------|-------|------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 64% | 71% | -7% | 63% | 1% |

| CIVICS | | | | | | |
|--------|------|--------|----------|--------------------------------|-------|------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 71% | 79% | -8% | 66% | 5% |

| HISTORY | | | | | | |
|---------|------|--------|----------|--------------------------------|-------|------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 68% | 72% | -4% | 63% | 5% |

## 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.**

Reading deficiency in 3rd grade and 8th grade was our lowest performing component. One contributing factor was a month absence of instruction due to Hurricane Ian. Another factor taken into consideration was the depth-of-knowledge that students received during instruction.

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

The greatest decline from the previous year was student course failure in 8th grade ELA. One contributing factor was a month absence of instruction due to Hurricane Ian. Another factor taken into consideration was the depth-of-knowledge that students received during instruction.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

The data is not currently available at this time of completion.

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

The most improved area from the previous year was the number of suspensions. We implemented a stronger restorative practices strategy to combat the previous year's numbers.

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

One area of concern is the number of students with a substantial reading deficiency. The second area of concern is course failure in 8th grade ELA.

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

Reading deficiencies, Level 1 statewide assessment scores, and attendance.

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

| #1. Instructional Practice specifically relating to ELA |
|---|

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

Our area of focus is 8th grade ELA. Due to Hurricane Ian and lack of in-depth standards based teaching, our students struggled in the 2022-2023 school year. In the 2023-2024 school year, we plan to increase standards based instruction.

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

The specific measurable outcome our school plans to achieve in ELA will be a decrease in students scoring a 1 on the FAST ELA Progress Monitoring.

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

This area of focus will be monitored with monthly benchmark assessments utilizing Read 180. Teachers also have the opportunity to utilize Progress Learning for benchmarks as well.

**Person responsible for monitoring outcome:**

Char Tollar (char.tollar@imaginenorthport.com)

**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.)

We are utilizing Read 180 in all of our Intensive Reading classes.
In using this program students will have technology based reading, whole group reading, small group reading, as well as listening activity. This program helps to identify exactly where each student is and can start them where they are and elevate them from there.

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

The rationale for selecting this specific strategy is based on years of researched based success in increasing reading fluency and comprehension across the grade levels. We also chose Read 180 because of the high interest articles and fictional stories it has available for all students.

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

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

The action needed is more small group instruction with focus on independent needs of students. We will accomplish this with an initial benchmark to see the students main area of need and address it while reviewing additional areas of reading comprehension.

**Person Responsible:** Char Tollar (char.tollar@imaginenorthport.com)

**By When:** This action step will be implemented at the beginning of the 2023-2024 school year, and will be monitored throughout the year. We will make adjustments, as necessary, to instructional strategies. We will assess the overall growth in the Spring of 2024.

**#2. ESSA Subgroup specifically relating to Students with Disabilities**

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

The most critical area of focus is supporting the Students with Disabilities subgroup by increasing the learning gains through targeted explicit instruction and intervention based on goals outlined in Individualized Education Plans.

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

By the end of the 2022-2023 school year, the Students with Disabilities subgroup will meet the Federal Index Progress Criteria of 41%, an increase of 6% from the previous school year.

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

Data analysis during weekly SWST meetings in addition to formal and informal observation data collected by the leadership team.

**Person responsible for monitoring outcome:**

Aleischa Coover (aleischa.coover@imagineschools.com)

**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.)

Daily intensive reading and math instruction that includes self-regulated strategy development and multisensory strategies. The Elementary Campus and Upper Campus have also added an additional ESE teacher.

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

Research reviewed by What Works Clearinghouse suggests that small group instruction should target specific reading and math skills daily to support the stages of learning: acquisition, fluency, generalization, and adaption.

Self-Regulated Strategy Development (SRSD) is an intervention designed to improve students' academic skills through a six-step process that teaches students specific academic strategies and self-regulation skills. The practice is especially appropriate for students with learning disabilities. The intervention begins with teacher direction and ends with students independently applying the strategy, such as planning and organizing ideas before writing an essay. More specifically, the six steps involve the teacher providing background knowledge, discussing the strategy with the student, modeling the strategy, helping the student memorize the strategy, supporting the strategy, and then watching as the student independently performs the strategy.

**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.

Daily intensive reading instruction will focus on acquisition, fluency, generalization, and self-regulated strategy development.

Weekly, targeted small group remediation will be provided to address skill gaps.

Classroom teachers will partner with ESE staff to monitor student progress through data analysis and to guide instructional decisions.

IEPs will be reviewed regularly to assess progress towards student specific goals.

**Person Responsible:** Aleischa Coover (aleischa.coover@imagineschools.com)

**By When:** Ongoing throughout the 23-24 school year

| #3. Positive Culture and Environment specifically relating to Other |
|---|

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

Implement PBIS and Restorative Practices. We are still working on shifting mindsets in order to balance integrity and justice when it comes to student discipline. There is also a need to improve the behavior MTSS process. There is a need to better equip teachers with the tools they need to support students throughout the MTSS process, and we are focusing on strengthening our Tier I systems of support.

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

By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/ Climate survey items will be maintained at 90% or higher, as measured in the Imagine Schools Student, Staff, and Family Surveys.

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

The school-wide support team will analyze school-wide data and trends collected in the PBIS Rewards database.

**Person responsible for monitoring outcome:**

Aleischa Coover (aleischa.coover@imagineschools.com)

**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.)

We are utilizing the PBIS Reward System.

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

We want to strengthen out Tier I behavior support.

**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.

PBIS Reward System PD
Restorative Practices PD
Create behavior MTSS resources chart.
Behavior MTSS process consistent across the support team.
Behavior MTSS process rollout to all instructional staff.
Analyze school-wide data and trends and make decisions for continual improvement

**Person Responsible:** Aleischa Coover (aleischa.coover@imagineschools.com)

**By When:** Ongoing throughout the 23-24 school year

## CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The School-wide support team meets each week to analyze school-wide data, prioritize and respond to students in need, and design appropriate interventions for students. The school principals are a part of these weekly meetings. The principals are able to allocate resources based on student needs. SWD students have been below the federal index for the last three years, so the principals utilized ESSER III funding to add two additional ESE teachers to the staff.

## 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**

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

**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**

**Grades 3-5 Measurable Outcomes**

## 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.

### 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?

### 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?

### 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 |
| --- | --- |

# 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.

N/A

**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))

N/A

**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))**

N/A

**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))**

N/A

**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))**

N/A

**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

**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).**

N/A

**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))**

N/A

**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

## 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: Instructional Practice: ELA | $0.00 |
|---|--------|-------------------------------------------|-------|
| 2 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | $0.00 |
| 3 | III.B. | Area of Focus: Positive Culture and Environment: Other | $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