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Team Success A School Of Excellence

202 13TH AVE E, Bradenton, FL 34208

<https://www.teamsuccessschools.org/>

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.

Team Success aims to help every student become a resilient,empowered learner. Through modeling effective strategies and engaging in cooperative learning, we guide our students to build strong academic foundations for success. Our mission is to develop each student's highest potential so that they continue their academic careers and thrive in higher education and careers that lift them and their families out of poverty

Provide the school's vision statement.

Our vision is to create one of the top Title I K-12 public charter schools in the nation by providing and empowering underserved Manatee County students with a strong foundation in the education, life skills, and coping mechanisms necessary to rise above all adversity, and lead successful lives in school and beyond.

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 |
|------------------|---------------------|--|
| Howe, Nicole | Principal | <ul style="list-style-type: none"> * Head of School * Teacher evaluation * School improvement lead * Office, support staff, and paraprofessional evaluation * Leadership Team chair * Literacy Leadership Team chair * Instructional Leadership Team chair * Data/instructional coaching * Facilities * FTE administrator * Roster verification * Community outreach * MTSS Member |
| Alves, Antonio | Assistant Principal | <ul style="list-style-type: none"> *Director, Middle and High School * Teacher evaluation * Office, support staff, and paraprofessional evaluation * Leadership Team member * Instructional Leadership Team member * Literacy Leadership Team member * Data/instructional coaching * Safety Committee member * Administrator overseeing test administration in 6-12 grades * MTSS Member |
| Astorino, Robin | Other | <ul style="list-style-type: none"> * Teacher evaluation * Kindergarten morning and afternoon program supervisor * Afterschool tutoring coordinator * Instructional Leadership Team member * Literacy Leadership Team member * Literacy Support Team supervisor * Data/instructional coaching * MTSS Chair K-5 |
| Custodio, Gloria | Other | <ul style="list-style-type: none"> * Teacher evaluation * Instructional Leadership Team member * Literacy Leadership Team member * Data/instructional coaching * MTSS coordinator for 6-12 grades * Professional development/certification coordinator * New teacher induction/development/mentoring, Middle and High School |
| Ayala, Alisander | Dean | <ul style="list-style-type: none"> * Discipline, K-5 * Safety Committee Lead * PE Department Chair * Supervise morning, transitions, and afternoon dismiss |

| Name | Position Title | Job Duties and Responsibilities |
|------------------|----------------|--|
| Cannon, Stephen | | <ul style="list-style-type: none"> * Dean of Students, MS & HS * Discipline, 6-12 * Safety Committee Vice Chair * Supervise morning, transition, and afternoon dismissal |
| Colon , Yinoelle | Registrar | <ul style="list-style-type: none"> * Registrar * Supervisor of K-5 registrar * parental involvement lead * Marketing/community outreach director |

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.

Team Success provides regular and consistent communication to all stakeholders, so everyone is kept informed of school events, practices, and decisions. The principal sends newsletters to parents monthly and biweekly to staff. Teacher teams prepare newsletters by grade to include with the quarterly progress reports. In addition, the school has an up-to-date website containing all relevant current and historical/ archived information. Stakeholders are also invited to quarterly Title I meetings and participate in annual surveys.

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 data reviews on an ongoing basis through regularly scheduled department PLCs and grade-level teacher team meetings; data chats: teacher-student and admin-teacher; Title I meetings with parents; ESOL and ESE meetings; admin meetings; and board meetings. These meetings also serve as ways to communicate and answer stakeholder questions about the data. In addition, we collect feedback from meetings and surveys, including Title I surveys of parents and teachers. We follow all Title I guidelines requiring collection and analysis of data.

Data is collected throughout the year through a formal process of progress monitoring, as well as through data chats with teachers. Progress monitoring includes data from beginning, mid-year, and end of year assessments and FAST PMs, as well as online platforms such as iReady, Imagine Learning, and Lexia. Standardized test data is analyzed as soon as it comes in, as are results of FAST, BEST and EOC assessments and retakes. Team Success also checks school results against district and state results in order to see how our students’ performance compares.

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 | 97% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | Yes |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: A 2018-19: A 2017-18: A |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 25 | 17 | 16 | 28 | 18 | 22 | 26 | 30 | 35 | 217 |
| One or more suspensions | 0 | 0 | 0 | 2 | 2 | 2 | 10 | 14 | 11 | 41 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 31 | 71 | 47 | 29 | 50 | 37 | 265 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 36 | 20 | 16 | 12 | 21 | 15 | 120 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 5 | 10 | 32 | 60 | 35 | 20 | 35 | 20 | 217 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 20 | 18 | 21 | 22 | 32 | 28 | 141 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 31 | 0 | 0 | 0 | 0 | 0 | 31 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 10 | 7 | 8 | 10 | 11 | 10 | 13 | 10 | 9 | 125 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 2 | 8 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 28 | 44 | 20 | 42 | 30 | 28 | 255 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 15 | 16 | 20 | 21 | 4 | 96 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 28 | 69 | 49 | 88 | 64 | 49 | 470 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 10 | 11 | 10 | 13 | 9 | 9 | 92 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 0 | 28 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

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

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 10 | 7 | 8 | 10 | 11 | 10 | 13 | 10 | 9 | 88 |
| One or more suspensions | 0 | 0 | 0 | 1 | 1 | 1 | 2 | 0 | 2 | 7 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 28 | 44 | 20 | 42 | 30 | 28 | 192 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 18 | 15 | 16 | 20 | 21 | 4 | 94 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 28 | 69 | 49 | 88 | 64 | 49 | 347 |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|----|----|----|----|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 10 | 11 | 10 | 13 | 9 | 9 | 62 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 28 | 0 | 0 | 0 | 0 | 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* | 37 | 48 | 53 | 40 | 50 | 55 | 45 | | |
| ELA Learning Gains | | | | 48 | | | 55 | | |
| ELA Lowest 25th Percentile | | | | 41 | | | 51 | | |
| Math Achievement* | 61 | 57 | 55 | 66 | 40 | 42 | 62 | | |
| Math Learning Gains | | | | 69 | | | 59 | | |
| Math Lowest 25th Percentile | | | | 65 | | | 43 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 61 | 53 | 52 | 55 | 56 | 54 | 53 | | |
| Social Studies Achievement* | 64 | 72 | 68 | 87 | 57 | 59 | 78 | | |
| Middle School Acceleration | 96 | 70 | 70 | 87 | 53 | 51 | 78 | | |
| Graduation Rate | 100 | 63 | 74 | 92 | 52 | 50 | | | |
| College and Career Acceleration | 0 | 53 | 53 | 0 | 76 | 70 | | | |
| ELP Progress | 43 | 46 | 55 | 55 | 66 | 70 | 47 | | |

* 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) | N/A |
| OVERALL Federal Index – All Students | 54 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 486 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 100 |
| Graduation Rate | 100 |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 59 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 705 |
| Total Components for the Federal Index | 12 |
| Percent Tested | 100 |
| Graduation Rate | 92 |

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 | 27 | Yes | 1 | 1 |
| ELL | 46 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 61 | | | |
| HSP | 54 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 47 | | | |
| FRL | 54 | | | |

| 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 | 43 | | | |
| ELL | 55 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 56 | | | |
| HSP | 59 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 55 | | | |
| FRL | 59 | | | |

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 | 37 | | | 61 | | | 61 | 64 | 96 | 100 | 0 | 43 |
| SWD | 7 | | | 39 | | | 33 | 50 | | | 6 | 32 |
| ELL | 22 | | | 54 | | | 45 | 49 | 91 | 0 | 9 | 43 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 47 | | | 59 | | | 77 | | | | 3 | |
| HSP | 37 | | | 61 | | | 60 | 64 | 95 | 0 | 9 | 42 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 8 | | | 64 | | | 67 | | | | 4 | 50 |
| FRL | 37 | | | 61 | | | 62 | 64 | 97 | 0 | 9 | 44 |

| 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 | 40 | 48 | 41 | 66 | 69 | 65 | 55 | 87 | 87 | 92 | 0 | 55 |
| SWD | 14 | 34 | 46 | 44 | 64 | 58 | 40 | | | | | 46 |
| ELL | 28 | 43 | 39 | 58 | 66 | 60 | 43 | 74 | 79 | | | 55 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 39 | 52 | | 57 | 44 | | 42 | 100 | | | | |
| HSP | 41 | 48 | 39 | 66 | 69 | 65 | 56 | 85 | 89 | 92 | 0 | 56 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 33 | 55 | | 74 | 83 | | | | | | | 31 |
| FRL | 39 | 46 | 41 | 66 | 67 | 67 | 56 | 87 | 88 | 95 | 0 | 55 |

| 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 | 45 | 55 | 51 | 62 | 59 | 43 | 53 | 78 | 78 | | | 47 |
| SWD | 26 | 48 | | 51 | 57 | | 53 | | | | | 49 |
| ELL | 35 | 51 | 51 | 55 | 59 | 46 | 37 | 71 | 61 | | | 47 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 32 | 42 | | 70 | 65 | | 40 | | | | | |
| HSP | 45 | 55 | 51 | 61 | 58 | 43 | 52 | 78 | 76 | | | 48 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 39 | | | 61 | | | | | | | | 45 |
| FRL | 42 | 51 | 46 | 59 | 57 | 43 | 50 | 77 | 73 | | | 45 |

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 | 60% | 44% | 16% | 50% | 10% |
| 05 | 2023 - Spring | 38% | 53% | -15% | 54% | -16% |
| 07 | 2023 - Spring | 29% | 43% | -14% | 47% | -18% |
| 08 | 2023 - Spring | 55% | 45% | 10% | 47% | 8% |
| 09 | 2023 - Spring | 50% | 46% | 4% | 48% | 2% |
| 04 | 2023 - Spring | 27% | 54% | -27% | 58% | -31% |
| 06 | 2023 - Spring | 34% | 45% | -11% | 47% | -13% |
| 03 | 2023 - Spring | 24% | 47% | -23% | 50% | -26% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 57% | 59% | -2% | 54% | 3% |
| 07 | 2023 - Spring | 60% | 58% | 2% | 48% | 12% |
| 03 | 2023 - Spring | 56% | 62% | -6% | 59% | -3% |
| 04 | 2023 - Spring | 70% | 64% | 6% | 61% | 9% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 38% | 41% | -3% | 55% | -17% |
| 05 | 2023 - Spring | 68% | 61% | 7% | 55% | 13% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 58% | 45% | 13% | 44% | 14% |
| 05 | 2023 - Spring | 53% | 49% | 4% | 51% | 2% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 84% | 58% | 26% | 50% | 34% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 76% | 56% | 20% | 48% | 28% |

| BIOLOGY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 72% | 64% | 8% | 63% | 9% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 54% | 69% | -15% | 66% | -12% |

| HISTORY | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 80% | 58% | 22% | 63% | 17% |

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance is again in ELA, where only 38% of students schoolwide scored at grade-level. The lowest scoring grade is third grade with 24% proficiency, and the highest is tenth grade with 60% proficiency. This trend is consistent across the years, and closely tracks with the development of academic English proficiency in our majority-ELL student population as they grow. Thus, a major contributing factor with our low ELA proficiency is the fact that the large majority of our students enter kindergarten with little to no English-language knowledge, and research shows that it takes ELLs 2-3 years to develop conversational English and 5-7 years to develop academic English. In addition, 100% of our students are economically disadvantaged, and living in poverty has been shown to be a contributing factor in lower academic performance, as many students and their families struggle with housing instability, food insecurity, trauma, and hardship. These factors have only exacerbated since the pandemic. Before the pandemic, our ELA proficiency had been on an upward trajectory, reaching a peak of 50% in 2019. Since the pandemic hit, we have been trending downward and chronic absenteeism has been trending upward.

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

Achievement in statewide social studies assessment declined dramatically from 87% in 2022 to 62% in 2023. Both components of that social studies achievement decreased significantly, with seventh grade civics going from 83% to 54% and eleventh grade US history going from 91% to 80%. Factors that contributed to this decline were a rise in chronic absenteeism in seventh and eleventh graders, as well as relatively lower ELA performance of these cohorts compared to last year's cohorts.

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.

As explained above, ELA is our weakest component due to our high percentage of ELLs, a 100% poverty rate, and the continuing impact of pandemic trauma on our population. This also bears out when we compare our scores to the state and the district's. The same factors explain the wide gap. It is important to note that while the state and the district outperform us by far in third grade, by the time our students reach 8th, 9th, and 10th grade they are outperforming the state and the district. For example, our eighth graders outperformed the state 55% to 47%; the ninth graders outperformed both the state and the district, 50% to 47% and 45% respectively; and our tenth graders far outperformed the state and the district, 60% to 49% and 45% respectively.

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

Science is our most improved component, up by 6 percentage points, from 55% in 2022 to 61% in 2023. In addition to continuing with additional instruction in Saturday School and the use of targeted supplemental science curriculum, Team Success also emphasized direct instruction in notetaking and annotation, and independent practice of these skills throughout the year, as well as use of review strategies such as flashcards and student creation of practice test questions.

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

Looking at our data overall, there are two main areas of concern which are interrelated. The first is the increase in the rate of chronic absenteeism. Although our overall daily attendance rate is still quite high,

the rate of chronic absenteeism has skyrocketed, especially among kindergarteners and seniors. This also negatively impacts the second area of concern, which is performance in ELA.

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

Highest priority is to improve achievement in statewide assessments. Second priority is to improve attendance rates, and particularly, to lower the percentage of students with chronic absenteeism. Finally, we want to improve the reading fluency of K-3 students.

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.

The greatest area of need based on prior years' data is ELA learning gains for the lowest quartile. Student achievement in ELA has decreased since the pandemic and has yet to rebound, even though math has already shown improvement. ELA achievement will be improved through explicit, direct, and systematic instruction using evidence-based resources and strategies, ongoing data collection and analysis, and review and modification to meet the needs of the identified students.

Measurable Outcome:

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

The specific measurable outcome we plan to achieve is that learning gains for students in the lowest quartile for ELA will be a minimum of 60% of student making gains according to Benchmark Assessments and the 2024 PM3.

Monitoring:

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

Students in the lowest quartile will be monitored as part of MTSS on a bi-weekly basis. Grade level teams will meet monthly to discuss the data and adjust instruction as needed. The Literacy Leadership Team will also meet monthly to analyze data, monitor progress, and assess the effectiveness of the instruction and the interventions being provided.

Person responsible for monitoring outcome:

Nicole Howe (nhowe@teamsuccessschools.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.)

Team Success will implement a specific intervention/remediation time for each grade level. Students in the lowest quartile will be tracked to ensure that instruction matches the students' needs. Students will be provided with personalized Intervention and acceleration evidence-based literacy instruction via Imagine Learning (K-5) and Lexia (6-12). Paraprofessionals in the Literacy Support Team will push into classrooms to assist teachers. Afterschool tutoring will be provided to students with substantial reading deficiencies. The school will progress monitor students to ensure they are making adequate gains.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Leadership Team reviewed student achievement data and available intervention strategies and programs. Imagine Learning and Lexia will support increase in students' achievement. Both are research-based intervention and acceleration programs that are computer-adaptive and deliver individualized, standards- and evidence-based explicit, structured lessons on all the areas of ELA needed for students to develop into strong, confident readers: phonics, word study, vocabulary, background knowledge, grammar, fluency, reading comprehension. In addition, afterschool tutoring delivered by especially trained teachers has been shown in research to improve student achievement.

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.

Identify students with substantial reading deficiencies for Tier II interventions and MTSS progress monitoring. All students scoring a 1 or a 2 in last year's FSA (grades 4-10) or FAST ELA PM1 (K-3) are defined under Florida law as having a substantial reading deficiency.

Use Imagine Reading (K-5) and Lexia PowerUp (6-12) as a Tier II intervention. Identified students will complete placement testing in the platforms and start their individualized learning programs. Students will complete weekly online work on all strands. They will also receive small group instruction as needed. Teachers have received training to use the programs effectively and understand the data they provide.

Monitor students bi-weekly and review data. The MTSS Team will regularly review individual student performance to decide when students exit MTSS and when they need to be placed on Tier III for more intensive intervention. The Literacy Leadership Team will monitor the overall effectiveness of intervention and instructional strategies, as well as of the tutoring program, Grade level teams will meet on a monthly basis to review grade level data of common assessments in ELA. Grouping students according to need will be done as part of these data meetings.

Set up afterschool tutoring program for students with substantial reading deficiencies in grades 3-5. Volunteer teachers will be recruited and trained to deliver high-quality, evidence-based high impact tutoring to identified students in our afterschool tutoring program. The effectiveness of the program will be monitored by the Literacy Leadership Team on an ongoing basis.

Person Responsible: Nicole Howe (nhowe@teamsuccessschools.com)

By When: Year round

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

The area of focus is the learning gains in math which have declined for students on the lowerest quartile.

Measurable Outcome:

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

The specific measurable outcome we plan to achieve is that learning gains for students in the lowest quartile for math will be a minimum of 70% of student making gains according to Benchmark Assessments and the 2024 PM3.

Monitoring:

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

Students in the lowest quartile will be monitored as part of MTSS on a bi-weekly basis. Grade level teams will meet monthly to discuss the data and adjust instruction as needed. The Leadership Team will also meet monthly to analyze data, monitor progress, and assess the effectiveness of the instruction and the interventions being provided.

Person responsible for monitoring outcome:

Nicole Howe (nhowe@teamsuccessschools.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.)

Team Success will implement a specific intervention/remediation time for each grade level. Students in the lowest quartile will be tracked to ensure that instruction matches the students' needs. Students will be provided Imagine Math intervention instruction. The school will progress monitor these specific students to ensure they are making gains.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Leadership Team reviewed the student achievement data and cross referenced the need with the sequence and scope of Imagine Math, an evidence-based, standards-aligned, adaptive, interactive online mathematics program designed to supplement in-class instruction for 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.

Identify students with substantial math deficiencies for Tier II interventions and MTSS progress monitoring. All students scoring a 1 or a 2 in last year's FAST PM3 (grades 3-8) or this year's FAST Math PM1 (K-2) will be identified.

Use Imagine Math as a Tier II intervention. Identified students will complete placement testing in the

platform and start their individualized learning programs. They will also receive small group instruction as needed. Teachers have received training to use the program effectively and understand the data it provides.

Monitor students bi-weekly and review data. The MTSS Team will regularly review individual student performance to decide when students exit MTSS and when they need to be placed on Tier III for more intensive intervention. The Leadership Team will monitor the overall effectiveness of intervention and instructional strategies. Grade level teams will meet on a monthly basis to review grade level data of common assessments in math. Grouping students according to need will be done as part of these data meetings.

Person Responsible: Nicole Howe (nhowe@teamsuccessschools.com)

By When: Year round

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

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

The daily attendance dropped from 96.92% pre-pandemic to 93.72% with the lowest attendance rate in KG with 92.43%. In order to support students with poor attendance and their families, the school's social services team will make additional home visits and address student/family issues holistically by connecting families with community resources as needed. Progress will be measured by attendance data, referral data to community resources, and numbers of home visits.

Measurable Outcome:

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

The specific measurable outcome the school plans to achieve is to increase the daily average attendance of students by 3% in the next school year to reach a pre-pandemic absenteeism rate.

Monitoring:

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

Attendance will be monitored daily and parents of absent students will be contacted. Teachers will reach out to parents directly, explaining what a child has missed that day, so parents become more aware of the importance of daily attendance. Students who are chronically absent will be placed in MTSS for attendance and will be monitored more closely, with Tier II interventions including parent meetings, regular check-ins, and other measures. Tier III interventions might include home visits.

Person responsible for monitoring outcome:

Nicole Howe (nhowe@teamsuccessschools.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.)

Team Success will use evidence-based strategies to engage students and parents, recognize good and improve attendance, provide personalized early outreach, monitor attendance and practice, and develop programmatic response to barriers, as recommended by attendanceworks.org, a leading nonprofit dedicated to addressing chronic absenteeism in schools.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies to focus on is that they target the interrelated causes of attendance problems and seek to resolve the root causes as well as eliminate immediate issues. To enhance attendance, we need to foster a warm, welcoming school environment that values family relationships and emphasizes daily class attendance. Our school culture prioritizes safety, respect, and personal responsibility, ensuring students feel connected and noticed when absent. It's crucial to help families understand the learning happening in school and the impact of chronic absenteeism on their child's future. Many may not realize that missing just two days a month can lead to academic setbacks. It's important to note that good attendance habits start as early as kindergarten and preschool, and can significantly influence high school graduation chances.

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 rationale for selecting these strategies to focus on is that they target the interrelated causes of attendance problems and seek to resolve the root causes as well as eliminate immediate issues. To enhance attendance, we need to foster a warm, welcoming school environment that values family relationships and emphasizes daily class attendance. Our school culture prioritizes safety, respect, and personal responsibility, ensuring students feel connected and noticed when absent. It's crucial to help families understand the learning happening in school and the impact of chronic absenteeism on their child's future. Many may not realize that missing just two days a month can lead to academic setbacks. It's important to note that good attendance habits start as early as kindergarten and preschool, and can significantly influence high school graduation chances.

Person Responsible: Nicole Howe (nhowe@teamsuccessschools.com)

By When: Year round

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 SIP will be posted on the school's website. In addition, it will also be disseminated via automated texts/emails in English and Spanish, and through social media platforms. Translation services from web browsers and e-newsletter will translate the SIP to designated home languages when the recipient chooses translation services.

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))

Building positive relationships with parents, families, and other community stakeholders is very important to Team Success. The support of the stakeholders allows the school to fulfill its mission and visions. In addition, a positive relationships results in high levels of attendance at school-wide meetings and constructive feedbacks from the stakeholders. Therefore, parents, families, and other community stakeholders are encouraged to participate and volunteer at the school. Monthly parent newsletters detail organized communication of upcoming events and activities such as parent workshops, conference nights, or how students' individual academic progress is being shared. The school's website is updated on a regular basis to reflect upcoming events. Furthermore, the school has an active social media presence to communicate live events with details.

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

The school plans to strengthen the academic program in the school by providing targeted tutoring before and after school, advanced curricula for all students, academic support services and courses and conducting regular progress monitoring to guide early interventions. In addition, data charts allow for student ownership.

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))

Team Success uses Title 1 funds to employ additional paraprofessionals who are bilingual. Their primary assignment is to support the teachers in the classrooms.

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))

Team Success is committed to providing all students to access to school-based mental health services that support their academic needs as well as physical and psychological safety. Therefore, Team Success, in collaboration with the SDMC and various community-based agencies, has created a network of support of comprehensive school-based services that are sustainable and engage all stakeholders involved. The programs and services offered aim to improve prevention, diagnosis, and treatment services for all students. Furthermore, Team Success is dedicated to train their teachers and the other school staff in detecting and responding appropriately to students' social-emotional needs in a timely manner.

Team Success uses 7mindsets for its social-emotional learning curriculum for all grade levels. The curriculum is designed to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The lesson are age and grade level appropriate. The teachers have access to a plethora of materials and videos covering the 7mindsets of the curriculum. The lessons will support the students' social-emotional needs. Students with immediate, serious social-emotional needs will be referred to the multidisciplinary team that consists of diverse professional and non-professional team members. The team has implemented best practices for efficiency and meeting structure and process. Therefore, the team adheres to well-defined roles and responsibilities. The team shares overarching school purposes and goals. Proper procedures ensure frequent and consistent open communication among all team members, while addressing any confidentiality barriers. Regular team meetings with consistent attendance of all team members with well-outlined agendas support actionable decisions.

Small group and individual counseling after or before school needs will be offered for students who are in need for counseling services. Administrators, counselors, and student services coordinator will be available to meet with individual students for concrete and urgent needs that can occur at any time during the school day. In addition, our classroom teachers use immediate positive feedback such as praise and rewards. For example, during our morning announcements the principal recognizes specific students who have met specific academic goals throughout the week.

Team Success has a staff mentoring program that consists of voluntary staff members who will work with at risk students in K-12. Mentors meet with their mentees once a week to build a positive rapport with their mentee and to encourage positive social-emotional skills. Mentees can have open discussions with their mentor about any questions, concerns, accomplishments, or needs. The mentor provides mentee with moral support, motivation, and educate the mentee on positive solutions to address their social-emotional needs. If needed, the mentor will refer the student to the mental health team for further support.

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))

It is important to our high school population to have the knowledge and skills needed to qualify for and succeed in the postsecondary education and/or job training. Therefore, the guidance counselor is taking on the task to advance college and career awareness in our high school students. Every parent of an incoming 9th grade student will be invited to a freshman/high school informational event. At this meeting, the guidance counselor will explain the high school graduation requirements as well as the courses. Team Success offers various AP courses for eligible students to earn postsecondary credit while still in high school.

The guidance counselor will employ various strategies to work with students and parents to help guide students' academic growth based on their needs. S/he will use direct and indirect student services such as planned group activities to promote academic and career development, individual student planning, collaboration among students, parents and community, as well as provide referrals to community resources for additional assistance and information.

Team Success and the guidance counselor will have specific meetings with high school students and their parents to discuss graduation requirements, college entrance requirements, the Bright Futures program, floridasunshines.org, and college admission exams such as SAT, ACT, and PSAT. There will be various FAFSA workshops offered at the school and through UNIDOS NOW which has been working closely with our counselor to advance and increase college awareness.

The school will administer the PSAT and SAT on a school day which allows the students to take the SAT in a familiar setting, as well as removing the barrier of transportation issues if tested on a Saturday.

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).

Team Success follows the SDMC policies and procedures for the implementation of a school-wide Multi-Tiered System of Supports (MTSS) which encompasses instructional strategies, interventions, supports and resources that are used to help all students to academically, behaviorally, and social-emotionally. MTSS is a framework that allows us to organize support within our school to meet the needs of the whole child. We use a data-based problem solving and decision-making process that is integrated into school improvement plans, student progression plans, and K-12 comprehensive reading plans. Team Success applies the MTSS process to all learners, which includes students with and without disabilities in grades K-12, in order to increase student academic achievements.

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))

Team Success supports high quality professional development that is focused, sustained, collaborative as well as purposeful and results in student achievement. The school offers various professional development opportunities before, throughout, and after the entire school year. As part of the ongoing professional development planning cycle, Team Success reviews multiple data sources. The following documents are analyzed annually to determine the focus and content of the professional development plan: School Grade, FAST data, student attendance rate, discipline records, benchmark data, RTI Universal Screening and Progress Monitoring, Professional Development Needs Assessment Survey (Title 1 Teacher survey).

Based on the collected data, the school offers various professional development opportunities before, throughout, and after the entire school year. Team Success welcomes teachers two weeks before students return to school. This time is being used to prepare new and returning staff for the school year. Teachers will be trained in technology integration, school procedures, lesson design, assessments, and curriculum. During the school year, teachers and paraprofessionals sign up for courses using MYPGS on "Early Release Days" and professional development days.

Currently, time is allocated two hour per month for the professional learning communities (PLC) by subject areas to review student data to identify instructional gaps and discuss new strategies if needed. In grades K-5th grade, the teachers have common planning time which supports effective PLCs. This is also true at the middle school level which gives grade level teams the flexibility to collaborate. In high school, the teams are meeting before or after classes for department or team collaborative time.

New teachers will participate in a mentoring program for one year. The mentors are highly effective teachers who will support the new teachers in all areas, such as planning, data analysis, and data-driven instructions. The resource teacher is responsible for training the paraprofessionals and referring them to professional development courses on MYPGS. Team Success thrives to attract and retain excellent educators. Currently, the retention rate of teachers is 97%. Teachers leave the school due to retirement, moving out of state, or personal reasons such as pregnancy. Team Success is a high-poverty public school which doesn't automatically attract experienced teachers. Therefore, the school offers a competitive salary and benefits, novice teacher mentoring program, school leadership and administrative support, sufficient instructional materials and supplies, safe learning environment, adequate support teams, low student-to-teacher ratios, and opportunities for professional collaboration and shared decision-making.

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))

One of the strategies that Team Success employs to assist preschool children in the transition from early childhood education programs to kindergarten is to welcome them during OPEN HOUSE before the new school year begins. This gives the students and their families the opportunity to meet with the teacher and see their future classroom. Another strategy is the kindergarten camp. During the first two weeks of school, the KG teachers show and teach the new KG students how to be a student while practicing routines and procedures. The third strategy that the school employs to assist preschool children to transition easier to the kindergarten setting is the kindergarten breakfast club (KBC). The kindergarteners have their own little cafeteria with an adjacent classroom that has supplemental learning materials for them to use after they had their breakfast. This allows the students to be among their grade-level peers. The KBC has a high staff to student ratio to meet the needs of each individual kindergartener.