

Orange County Public Schools

Ucp Bailes Community Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	16
III. Planning for Improvement	21
IV. ATSI, TSI and CSI Resource Review	29
V. Reading Achievement Initiative for Scholastic Excellence	29
VI. Title I Requirements	31
VII. Budget to Support Areas of Focus	33

Ucp Bailes Community Academy

4780 DATA COURT, Orlando, FL 32817

www.ucpcharter.org/bca

School Board Approval

This plan was approved by the Orange County School Board on 9/28/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of UCP Bailes Community Academy K-8 is to empower children with and without disabilities to achieve their potential by providing individualized support, education, and therapy services in an inclusive environment.

Provide the school's vision statement.

Providing enriching, individualized, quality academic experiences through rigorous yet differentiated instruction, project-based learning, and the integration of educational technology and the arts.

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
Dunham, Lisa	Principal	<p>As the school's leader, the principal plays a central role in managing various aspects of the school's operations, fostering an inclusive culture, and supporting students, teachers, and staff.</p> <p>Leadership and Vision:</p> <ul style="list-style-type: none"> * Set a clear vision for the school that emphasizes inclusivity, diversity, and high academic standards. * Lead and inspire the school community, including teachers, staff, students, and parents, toward the shared vision. * Establish a positive and supportive school culture that values collaboration, respect, and a sense of belonging for all stakeholders. <p>School Management:</p> <ul style="list-style-type: none"> * Oversee day-to-day operations, ensuring the efficient functioning of the school. * Manage the school's budget, allocate resources effectively, and seek additional funding opportunities to support inclusion initiatives and programs. * Implement and adhere to state and federal regulations related to education and special education. <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> * Collaborate with teachers and curriculum specialists to develop an inclusive curriculum that meets the needs of diverse learners. * Encourage the use of evidence-based instructional strategies and accommodations to support students with disabilities and diverse learning styles. * Monitor the implementation of the curriculum and ensure alignment with academic standards and inclusion goals. <p>Professional Development:</p> <ul style="list-style-type: none"> * Provide opportunities for professional development to support teachers in implementing inclusive practices. <p>Foster a culture of continuous learning among staff to stay updated on best practices in special education and inclusion.</p> <p>Student Support and Intervention:</p> <ul style="list-style-type: none"> * Collaborate with special education teachers and support staff to develop and implement individualized education plans (IEPs) for students with disabilities. * Ensure that appropriate interventions and accommodations are provided to students who require extra support. * Review student progress data regularly to identify areas for improvement and develop action plans accordingly. <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> * Establish strong partnerships with parents and guardians to involve them in their child's education and foster a supportive home-school connection. * Engage with the broader community to build positive relationships and create opportunities for community involvement in school initiatives.

Name	Position Title	Job Duties and Responsibilities
		<p>Staff Management:</p> <ul style="list-style-type: none"> * Recruit, hire, and retain qualified and dedicated staff who share the school's vision and commitment to inclusion. * Provide regular feedback, coaching, and support to teachers and staff to enhance their professional growth and performance. * Conduct performance evaluations and promote a collaborative and positive work environment. <p>Safety and Well-being:</p> <ul style="list-style-type: none"> * Ensure that the school environment is safe, accessible, and accommodating for all students and staff. <p>Address any issues related to safety, bullying, or discrimination promptly and effectively.</p> <p>Data and Accountability:</p> <ul style="list-style-type: none"> * Collect and analyze data related to student performance, attendance, and behavior to assess the effectiveness of inclusion programs and initiatives. * Use data to inform decision-making and set improvement goals for the school. <p>Advocacy:</p> <ul style="list-style-type: none"> * Advocate for inclusive education and the rights of students with disabilities within the school, district, and broader educational community. <p>Collaborate with local and state agencies to access resources and support for inclusion programs.</p>
Klein, Kris	Assistant Principal	<p>School Administration:</p> <ul style="list-style-type: none"> * Assist the principal in the overall management and administration of the school. * Help in developing and implementing school policies, procedures, and guidelines. * Handle disciplinary issues and enforce the school's code of conduct. <p>Student Discipline and Behavior Management:</p> <ul style="list-style-type: none"> * Work with teachers and staff to address student behavioral issues and implement appropriate interventions. * Participate in disciplinary hearings and make decisions regarding disciplinary actions. * Model and participate in restorative justice with students and staff. <ul style="list-style-type: none"> * Collaborate with support staff to address students' academic and social-emotional needs. <p>School Safety and Security:</p> <ul style="list-style-type: none"> * Implement safety protocols and emergency procedures to ensure a secure learning environment. * Address safety concerns and conduct drills to prepare for potential

Name	Position Title	Job Duties and Responsibilities
		<p>emergencies.</p> <ul style="list-style-type: none"> * Participate in the threat assessment team. * Submit drills and threat assessments for compliance standards. <p>Student Attendance and Truancy:</p> <ul style="list-style-type: none"> * Monitor student attendance and work with parents and staff to address attendance issues. * Coordinate interventions for students with chronic absenteeism. <p>Professional Development:</p> <p>Data Analysis and School Improvement:</p> <ul style="list-style-type: none"> * Analyze school data to identify areas for improvement and inform decision-making. * Contribute to the development and implementation of school improvement plans. <p>School Events and Activities:</p> <ul style="list-style-type: none"> * Assist in organizing and overseeing school events, such as assemblies, parent-teacher conferences, and extracurricular activities. <p>Student Transitions and Placement:</p> <ul style="list-style-type: none"> * Manage student transitions, such as grade promotions and new student admissions. * Collaborate with teachers to determine appropriate student placements. <p>Budget Oversight:</p> <ul style="list-style-type: none"> * Assist the principal in budget planning and allocation to meet the school's needs and goals. <p>School Culture and Climate:</p> <ul style="list-style-type: none"> * Help create and maintain a positive and inclusive school culture that supports student success and well-being.
Weiss, Brett	Assistant Principal	<p>School Administration:</p> <ul style="list-style-type: none"> * Assist the principal in the overall management and administration of the school. * Help in developing and implementing school policies, procedures, and guidelines. * Handle disciplinary issues and enforce the school's code of conduct. <p>Teacher Supervision and Evaluation:</p> <ul style="list-style-type: none"> * Observe and evaluate teachers' performance and provide feedback to support their professional growth. * Assist in the development of professional development plans for teachers. <p>Curriculum Development and Implementation:</p> <ul style="list-style-type: none"> * Collaborate with the principal and instructional leaders to develop and implement the school's curriculum.

Name	Position Title	Job Duties and Responsibilities
		<p>* Ensure alignment of curriculum with academic standards and instructional best practices.</p> <p>Student Support Services:</p> <ul style="list-style-type: none"> * Oversee student support services, such as counseling, special education, and English language learners (ELL) programs. * Collaborate with support staff to address students' academic and social-emotional needs. <p>Professional Development:</p> <ul style="list-style-type: none"> * Participate in professional development activities to enhance leadership and management skills. * Stay updated on current trends and best practices in education. <p>Parent and Community Engagement:</p> <ul style="list-style-type: none"> * Collaborate with parents and guardians to address their concerns and involve them in school activities. * Engage with the community to build positive relationships and partnerships. <p>Data Analysis and School Improvement:</p> <ul style="list-style-type: none"> * Analyze school data to identify areas for improvement and inform decision-making. * Contribute to the development and implementation of school improvement plans. <p>School Events and Activities:</p> <ul style="list-style-type: none"> * Assist in organizing and overseeing school events, such as assemblies, parent-teacher conferences, and extracurricular activities. <p>Budget Oversight:</p> <ul style="list-style-type: none"> * Assist the principal in budget planning and allocation to meet the school's needs and goals. <p>School Culture and Climate:</p> <p>Help create and maintain a positive and inclusive school culture that supports student success and well-being.</p>
Ferkovich, Michelle	Instructional Coach	<p>MTSS Implementation Support:</p> <ul style="list-style-type: none"> * Collaborate with school leadership to develop and implement the MTSS framework within the school. * Provide professional development and training to teachers on MTSS principles, practices, and data-driven decision-making. * Assist in the development of school-wide intervention plans and strategies for students at different tiers of support. <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> * Collect and analyze student performance data to identify areas of need and inform instructional decisions.

Name	Position Title	Job Duties and Responsibilities
		<p>* Use various assessment data to identify students who may require additional support and interventions.</p> <p>Collaborative Problem-Solving:</p> <ul style="list-style-type: none"> * Work with teachers, administrators, and other support staff to identify student challenges and design appropriate interventions. * Collaborate with teachers to develop and implement intervention plans for struggling students. <p>Instructional Coaching:</p> <ul style="list-style-type: none"> * Provide one-on-one and small-group coaching to teachers to improve instructional practices, differentiation, and use of interventions. * Offer feedback and support to teachers on implementing evidence-based instructional strategies. <p>Progress Monitoring:</p> <ul style="list-style-type: none"> * Support teachers in monitoring student progress and adjusting interventions based on data analysis. <p>Use progress monitoring data to make informed decisions about the effectiveness of interventions.</p> <p>Professional Development:</p> <ul style="list-style-type: none"> * Offer ongoing professional development sessions for teachers and staff on effective instructional practices, MTSS strategies, and data analysis. <p>Collaboration and Teamwork:</p> <ul style="list-style-type: none"> * Collaborate with other instructional coaches, specialists, and support staff to ensure a cohesive approach to supporting students' diverse needs. * Attend MTSS team meetings and provide input on intervention plans. <p>Data-Based Decision-Making:</p> <ul style="list-style-type: none"> * Use data to make informed decisions about student progress, instructional effectiveness, and the overall impact of the MTSS program. <p>School-wide MTSS Leadership:</p> <ul style="list-style-type: none"> * Work with school leaders to develop and implement a school-wide MTSS vision and culture of support for all students.
Browning, Chris	Staffing Specialist	<p>Individualized Education Plans (IEPs):</p> <ul style="list-style-type: none"> * Coordinate the development and implementation of Individualized Education Plans (IEPs) for students with disabilities. * Collaborate with teachers, parents, and support staff to set appropriate goals and accommodations for each student. <p>ESE Staffing and Support Services:</p> <ul style="list-style-type: none"> * Identify students who may require ESE services and ensure that the appropriate support is provided. * Collaborate with school administrators to allocate resources effectively for

Name	Position Title	Job Duties and Responsibilities
		<p>ESE programs and services.</p> <p>Student Assessment and Evaluation:</p> <ul style="list-style-type: none"> * Review student assessment data and evaluations to determine eligibility for ESE services. * Ensure that assessments are administered and interpreted correctly to inform educational planning. <p>Professional Development:</p> <ul style="list-style-type: none"> * Provide ongoing professional development opportunities for teachers and support staff on best practices in special education and inclusion. * Support staff in understanding and implementing IEPs and accommodations. <p>Inclusion and Differentiation Support:</p> <ul style="list-style-type: none"> * Collaborate with general education teachers to promote inclusive practices in the classroom. * Assist teachers in differentiating instruction to meet the needs of students with disabilities. <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> * Collect and analyze data related to the progress and outcomes of students with disabilities. * Use data to make informed decisions and improvements in ESE programs. <p>Parent Communication and Collaboration:</p> <ul style="list-style-type: none"> * Work closely with parents or guardians to ensure their involvement in the development and implementation of their child's IEP. * Communicate regularly with parents about their child's progress and the support provided. <p>Compliance and Legal Requirements:</p> <ul style="list-style-type: none"> * Ensure that all ESE programs and services comply with federal and state regulations, including the Individuals with Disabilities Education Act (IDEA). * Stay updated on changes in ESE laws and regulations. <p>Advocacy:</p> <ul style="list-style-type: none"> * Advocate for students with disabilities to ensure their needs are met in the school setting. * Collaborate with external agencies and organizations to access additional resources and support for students with disabilities. <p>Data Management and Reporting:</p> <p>Maintain accurate records of ESE students, services provided, and progress made.</p> <p>Generate reports and documentation required for compliance and reporting purposes.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement is determined through teacher, parent, and student feedback, quarterly parent academy, family events, and PTSA.

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))

Support and Resources:

* Provide the necessary support and resources to teachers and staff to ensure the successful implementation of the improvement plan. This could include professional development opportunities, coaching, and additional assistance.

Data Analysis and Evaluation:

* Analyze the data collected (three times a year) to assess the effectiveness of the implemented strategies.

* Identify trends and patterns, and determine whether the school is making progress toward its improvement goals.

Continuous Improvement:

* School improvement is an ongoing process. Regularly review and revise the improvement plan to address changing needs and ensure continuous improvement.

Reporting and Accountability:

* Provide regular progress reports (quarterly) to school administrators, school board members, and other stakeholders. Be accountable for the results achieved and any challenges faced during the implementation.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-8
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	71%
2022-23 Economically Disadvantaged (FRL) Rate	98%
Charter School	Yes
RAISE School	No
ESSA Identification	ATSI

*updated as of 3/11/2024	
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) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING
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	1	0	1	5	1	13	9	8	38	
One or more suspensions	0	1	0	0	0	0	0	0	0	1	
Course failure in English Language Arts (ELA)	0	0	0	1	0	0	0	1	2	4	
Course failure in Math	0	0	0	0	0	0	0	0	2	2	
Level 1 on statewide ELA assessment	0	0	0	0	5	1	11	5	3	25	
Level 1 on statewide Math assessment	0	0	0	0	0	0	12	8	8	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	5	1	11	5	3	25	
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0		
	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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) 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	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	56	53	44	57	55	46		
ELA Learning Gains				45			38		
ELA Lowest 25th Percentile				33			44		
Math Achievement*	38	59	55	37	41	42	39		
Math Learning Gains				48			26		
Math Lowest 25th Percentile				51			24		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	33	56	52	31	57	54	43		
Social Studies Achievement*	60	68	68	54	63	59	35		
Middle School Acceleration	41	74	70		52	51			
Graduation Rate		82	74		52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress	45	55	55	44	73	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	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	387
Total Components for the Federal Index	9
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	2
ELL	34	Yes	2	
AMI				
ASN				
BLK	39	Yes	1	
HSP	41			
MUL	42			
PAC				
WHT	52			
FRL	42			

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	31	Yes	1	1
ELL	37	Yes	1	
AMI				
ASN				
BLK	41			
HSP	43			
MUL	46			
PAC				
WHT	47			
FRL	39	Yes	1	

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			38			33	60	41			45
SWD	20			21			23	42			6	47
ELL	37			30			24				4	45
AMI												
ASN												
BLK	32			45							3	
HSP	39			34			30	65			6	45
MUL	47			37							2	
PAC												
WHT	54			42			39	64			5	
FRL	39			34			24	64			6	50

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	44	45	33	37	48	51	31	54				44
SWD	24	35	29	22	40	47	21	30				
ELL	44	42	31	31	45		25					44
AMI												
ASN												
BLK	31	53		31	47							
HSP	42	48	32	33	43	56	23	60				47
MUL	41	38		29	77							
PAC												
WHT	50	40		45	46	45	41	60				
FRL	32	38	28	27	47	50	21	55				50

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	38	44	39	26	24	43	35				
SWD	28	32	33	23	17	23	27	31				
ELL	38			40								

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	31	40		31	20							
HSP	45	44		38	29	31	45					
MUL	42			8								
PAC												
WHT	51	35		47	35							
FRL	37	37		31	19		23					

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	30%	54%	-24%	54%	-24%
07	2023 - Spring	47%	45%	2%	47%	0%
08	2023 - Spring	64%	46%	18%	47%	17%
04	2023 - Spring	57%	60%	-3%	58%	-1%
06	2023 - Spring	36%	44%	-8%	47%	-11%
03	2023 - Spring	44%	52%	-8%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	32%	53%	-21%	54%	-22%
07	2023 - Spring	41%	38%	3%	48%	-7%
03	2023 - Spring	55%	59%	-4%	59%	-4%
04	2023 - Spring	41%	62%	-21%	61%	-20%
08	2023 - Spring	45%	58%	-13%	55%	-10%
05	2023 - Spring	19%	55%	-36%	55%	-36%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	61%	50%	11%	44%	17%
05	2023 - Spring	17%	59%	-42%	51%	-34%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	62%	47%	15%	50%	12%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	61%	-1%	66%	-6%

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.

Based on the data, our greatest decline from the prior year is the students in the math lower level percentage. The bulk of this decline is associated with 4th and 5th-grade students.

Difficulty with Fundamental Concepts:

* Some students may struggle with grasping essential foundational math concepts in earlier grades, which can lead to difficulties in more complex topics in 4th and 5th grade.

Lack of Individualized Attention:

* As class sizes often increase in higher grades, students may receive less individualized attention from teachers, making it challenging to address their specific learning needs adequately.

Transition Challenges:

* Moving from lower grades to 4th and 5th grade can be a significant transition for students. Changes in the school environment, increased workload, and different teaching styles may contribute to a decline in performance.

Negative Attitudes Towards Math:

* Negative attitudes towards math, either from students themselves or from others around them, can lead to a lack of interest and effort in the subject.

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

Based on the data, our greatest decline from the prior year is the students in the math lower level percentage. The bulk of this decline is associated with 4th and 5th-grade students.

UCP BCA is an inclusion school, with roughly half of our population ESE. Our students can sometimes be up to two grades behind level in both reading and math.

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 4th and 5th-grade data comprised for end-of-year FAST math scores shows the greatest amount of students in the lower 25% percentile.

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

Based on the data, our greatest gain from the prior year is the students' math gains from 26% in the previous year to 48% currently. The math gains are reflected in grades third through eighth.

UCP BCA is an inclusion school, with roughly half of our population ESE. Our students can sometimes be up to two grades behind level in both reading and math.

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

Reflecting on the EWS data from Part 1, two areas of concern are (TBD, need EWS populated).

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

Increase reading growth and achievement to at least 50% in grades 3-5, as evidenced by scale score growth from BOY to EOY progress monitoring assessments (FAST).

Increase math growth and achievement to at least 50% in grades 3-5, as evidenced by scale score growth from BOY to EOY progress monitoring assessments (FAST).

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Creating a positive culture and environment is a crucial aspect of a school improvement plan. A positive school culture fosters a sense of belonging, safety, and well-being among students, staff, and families, leading to improved academic and social outcomes. Attendance is vital to academic achievement, social-emotional development, school community, and overall student success. Promoting regular attendance is a collaborative effort involving schools, families, and communities to support student's educational journey and provide them with the best opportunities for learning and growth.

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 2023-2024 school year, the school will achieve a 3% increase in the Average Daily Attendance (ADA) rate in grades levels in K-8.

Monitoring:

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

The daily attendance rate at the beginning of the 2023-2024 school year. This baseline data will serve as a reference point to measure progress throughout the year. Attendance data will be consistently collected and analyzed monthly. This ongoing data analysis will allow the school to track attendance trends and identify any changes or improvements in the Average Daily Attendance rate. An intervention attendance spreadsheet will help with ongoing tracking as well as our Child Study Team Meetings for discussing and implementing plans of action for chronic absences.

Person responsible for monitoring outcome:

Kris Klein (kklein@ucpcf.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Positive Behavior Support (PBS):

- * Implement a school-wide Positive Behavior Support system that recognizes and reinforces positive attendance behaviors. Use rewards and recognition programs to celebrate students with excellent attendance records.

Family Engagement:

- * Develop strong partnerships with families to promote the importance of regular attendance. Conduct outreach efforts, home visits, and regular communication to keep parents informed about attendance policies and the benefits of consistent school attendance.

School Climate and Culture:

- * Create a positive and welcoming school environment where students feel connected, safe, and motivated to attend. A positive school climate fosters a sense of belonging and encourages regular attendance.

Educate Students on Attendance Importance:

- * Teach students about the significance of regular attendance and the relationship between attendance and academic success. Provide age-appropriate lessons on the benefits of attending school.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using evidence-based interventions for increasing attendance in schools is rooted in the belief that these interventions have been scientifically studied and proven to be effective in addressing attendance issues. By relying on evidence-based practices, schools can make informed decisions, optimize resources, and implement strategies that have a higher likelihood of success.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The behavior team will meet with individual classroom teams on a bi-monthly basis to review incidents and recommend visual supports that can meet the needs of students

Person Responsible: Kris Klein (kklein@ucpcf.org)

By When: Ongoing and throughout the year

Implement and monitor a student reward system that emphasizes positive school culture and reinforces effective learning strategies.

Person Responsible: Lisa Dunham (ldunham@ucpcf.org)

By When: Ongoing and throughout the year

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

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 23-2024 school year, at least 50% of students will demonstrate scaled score growth in reading, as evidenced by progress monitoring assessment from BOY to EOY.

Monitoring:

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

Baseline Data:

* Before implementing any reading interventions or instructional practices, establish a baseline by assessing students' reading abilities at the beginning of the academic year or intervention period. Use standardized assessments, reading fluency tests, and other reading measures to gather baseline data.

Standardized Reading Assessments:

* Administer standardized reading assessments at designated points in the academic year to assess students' growth and compare their progress with national or state-level benchmarks.

Data Analysis:

* Analyze the reading assessment data to identify trends, patterns, and areas of strength and weakness among students. Use the data to identify individual and group needs.

Intervention and Differentiation:

* Based on the data analysis, implement targeted interventions and differentiation strategies to address the specific needs of struggling readers. Offer additional support and enrichment opportunities for students at different reading levels.

Person responsible for monitoring outcome:

Brett Weiss (bweiss@ucpcf.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Phonics-Based Interventions:

* Phonics instruction focuses on teaching the relationship between letters and sounds, helping students decode and read words more accurately. Evidence shows that systematic and explicit phonics instruction is effective, especially for early readers and struggling readers.

Phonemic Awareness Programs:

* Phonemic awareness is the ability to hear and manipulate individual sounds in spoken words. Phonemic awareness interventions help students develop this critical pre-reading skill.

Guided Reading:

* Guided reading is a small-group instructional approach that allows for individualized instruction based on students' reading levels and needs.

Multi-Tiered Systems of Support (MTSS) Interventions:

* MTSS frameworks provide tiered interventions that match the intensity of support to student's specific needs. These interventions can include small-group instruction, one-on-one tutoring, and progress monitoring.

Reading Comprehension Strategies Instruction:

* Evidence-based comprehension strategies, such as questioning, summarizing, predicting, and visualizing, help students understand and analyze the meaning of texts.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Individualized and Multisensory Instruction:

* Orton-Gillingham instruction is tailored to each learner's strengths and weaknesses. It uses multiple sensory pathways (visual, auditory, and kinesthetic) to enhance memory and learning. The multisensory approach helps reinforce learning and accommodates various learning styles.

Systematic and Explicit Phonics Instruction:

* The Orton-Gillingham approach emphasizes systematic and explicit phonics instruction. Learners are taught the relationship between letters and sounds in a structured and sequential manner, helping them build strong decoding and encoding skills.

Effective for Diverse Learners:

* While originally designed for individuals with dyslexia, the Orton-Gillingham approach has been found to be beneficial for a wide range of learners, including struggling readers and English language learners.

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.

Monitor use of STAR Testing and Accelerated Reader for grades K-8 and review progress monitoring assessment data at MOY and EOY for learning gains.

Person Responsible: Brett Weiss (bweiss@ucpcf.org)

By When: January 2024 for MOY and May 2024 for EOY

Professional learning communities, peer teaching observation, and data chats devoted to targeting and implementing interventions and pedagogical strategies with fidelity.

Person Responsible: Lisa Dunham (ldunham@ucpcf.org)

By When: Ongoing and throughout the year.

Purchase and Train Instructional interventionists and teachers on the use of Orton-Gillingham approach reading intervention to increase reading fluency and the science of reading.

Person Responsible: Brett Weiss (bweiss@ucpcf.org)

By When: January 2024

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

Measurable Outcome:

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

Monitoring:

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

Baseline Assessment:

* At the beginning of the school year or intervention period, administer a baseline math assessment to gauge students' math skills and knowledge. This will establish a starting point for monitoring progress.

Frequent Formative Assessment:

* Use formative assessments throughout the school year to measure ongoing progress. Formative assessments can be quizzes, exit tickets, classwork, observations, and other informal assessments that provide valuable data on students' understanding of math concepts.

Standardized Assessments:

* Administer standardized math assessments at designated intervals to assess overall math proficiency and compare students' progress to national or state-level benchmarks.

Data Analysis:

* Regularly analyze assessment data to identify trends and patterns in students' performance. Look for areas of strength and weakness, and identify students who may need additional support or enrichment.

Progress Monitoring:

* Continuously monitor students' progress toward their math goals. Regularly review assessment data and update intervention plans as needed.

Person responsible for monitoring outcome:

Brett Weiss (bweiss@ucpcfl.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit Instruction: Explicit instruction involves breaking down math concepts into clear and structured steps. Teachers model problem-solving strategies and provide step-by-step explanations to help students understand and apply math concepts.

Math Fact Fluency Practice:

* Interventions focused on developing math fact fluency (e.g., addition, subtraction, multiplication, and division) help students quickly recall basic math facts to support higher-level problem-solving.

Math Problem-Solving Strategies:

* Teach students a range of problem-solving strategies, such as drawing diagrams, making models, using guess-and-check, and employing logical reasoning.

Math Vocabulary Instruction:

* Introduce and explicitly teach math vocabulary words to improve students' comprehension and

communication of mathematical concepts.

Math Games and Manipulatives:

- * Incorporate math games and interactive manipulatives to make math learning enjoyable and engaging.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Addressing Diverse Learning Styles:

- * Students have different learning styles, such as visual, auditory, and kinesthetic. Multisensory math interventions cater to these diverse learning styles by incorporating activities that appeal to various sensory modalities

Concrete Understanding:

- * Multisensory math interventions often start with concrete materials (e.g., manipulatives) to help students understand abstract math concepts.

Improved Focus and Engagement:

- * Multisensory activities add novelty and excitement to math lessons, making them more engaging for students. This increased interest can enhance students' focus and motivation to learn.

Support for Students with Learning Differences:

- * Multisensory math interventions are particularly beneficial for students with learning differences, such as dyslexia or dyscalculia. These interventions provide alternative pathways for learning and can help struggling learners grasp math concepts more effectively.

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.

No action steps were entered for this area of focus

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).

UCP BCA campus-based support personnel are available throughout the year to assist with professional learning, coaching, Orton-Gillingham implementation, and assistance with monitoring the SIP.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

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

n/a

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

n/a

Grades 3-5 Measurable Outcomes

n/a

Monitoring**Monitoring**

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

n/a

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

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

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

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

n/a

Rationale:

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

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

n/a

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

n/a

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

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: Positive Culture and Environment: Other	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$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.

No