# Workforce Advantage Academy Charter School

**2023-24**

**Schoolwide Improvement Plan (SIP)**

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# Workforce Advantage Academy Charter

## 2210 RIO GRANDE AVE, Orlando, FL 32803

### [ no web address on file ]

## SIP Authority

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

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

| **Additional Target Support and Improvement (ATSI)** |
|---|
| A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%. |

| **Targeted Support and Improvement (TSI)** |
|---|
| A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years. |

| **Comprehensive Support and Improvement (CSI)** |
|---|
| A school can be identified as CSI in any of the following four ways: <br><br>1. Have an overall Federal Index below 41%; <br>2. Have a graduation rate at or below 67%; <br>3. Have a school grade of D or F; or <br>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years. |

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

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

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

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

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

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

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

**Purpose and Outline of the SIP**

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

# I. School Information

## School Mission and Vision

### Provide the school's mission statement.

Our mission at Workforce Advantage Academy, Inc. is to create learning environments for high school students, particularly rising juniors and seniors, who desire a different approach to reach their potential.

### Provide the school's vision statement.

Workforce Advantage Academy Charter School's vision is to motivate and challenge high school juniors and seniors to strive to become all they can be by offering opportunities for them to succeed and build on those successes.

## 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 |
|---|---|---|
| Jones, Belinda | Principal | • Ensuring that academic policies and curriculum are followed<br>• Developing and tracking benchmarks for measuring institutional success<br>• Helping teachers maximize their teaching potential<br>• Meeting and listening to concerns of students on a regular basis<br>• Encouraging, guiding and assisting student leaders and teachers<br>• Meeting with parents and administrators on a regular basis for problem resolution<br>• Enforcing discipline when necessary<br>• Providing an atmosphere free of any bias in which students can achieve their maximum potential |
| Blackall, Darryl | Other | Recruit, select, train, assign, schedule, coach, counsel, and discipline employees and students<br>Communicate job expectations; planning, monitoring, appraising, and reviewing job contributions<br>Plan and review compensation actions; enforcing policies and procedures<br>Contribute operations information and recommendations to strategic plans and reviews; prepare and complete action plans; implement production, productivity, quality, resolve problems; comply with audits; identify trends<br>Analyze and improve organizational process and workflow, employee and space requirements, and equipment layout; implement changes<br>Maintain safe and healthy work environment by establishing, following, and enforcing standards and procedures; complying with legal/school regulations<br>Update job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations<br>Accomplish operations and organization mission by completing related results as needed<br>Meet or exceed budget expectations<br>Responsible for all department managers and supervisors, with review/approval responsibility for all operations employees<br>Run a safe, injury/accident free workplace<br>Establish contracts and pricing and ensuring proper maintenance and serving as primary liaison with utilities and local government agencies, such as fire, police, health, and safety agencies<br>Manage relationships with key operations vendors<br>Track vendor pricing, rebates, and service levels<br>Review and approve all school invoices and ensure they are submitted for payment<br>Work closely with Principal and Administrative team to set and/or implement policies, procedures, and systems and to follow through with implementation.<br>Communicate all operating policies and/or issues at school meetings |

**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.

Workforce uses end of the year surveys to gauge what can be improved going forward. Parent teacher conferences, and meet the teacher nights are held at the end of grading periods so parents can meet with teachers. Teachers then will report back to administration on meetings, any concerns, etc. Workforce Academy has many business partners who employ students, and the job is considered an elective academic credit.

**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))

This is Workforce Academy's first SIP. Workforce Academy is 11th and 12th grade only. The majority of the students who attend the Academy are behind in credits, have a GPA less than 2.0 or have been deemed too old for grade. Workforce will evaluate students during the first week to check for reading level and math capabilities and develop a plan according to student needs. The Academy will utilize progress monitoring, classroom walk though to assure students are exposed to age/grade appropriate lesson materials. If little gains are being demonstrated during the year Workforce will consider more opportunities for tutoring or Saturday school for those with the greatest achievement gaps.

| 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) | High School 11-12 |
| **Primary Service Type** (per MSID File) | Alternative Education |
| **2022-23 Title I School Status** | No |
| **2022-23 Minority Rate** | 92% |
| **2022-23 Economically Disadvantaged (FRL) Rate** | 0% |
| **Charter School** | Yes |
| **RAISE School** | No |
| **ESSA Identification** *updated as of 3/11/2024 | CSI |
| **Eligible for Unified School Improvement Grant (UniSIG)** | No |
| **2021-22 ESSA Subgroups Represented** (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) 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. | |
|---|---|
| **School Improvement Rating History** | 2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING |
| **DJJ Accountability Rating History** | |

## II. Needs Assessment/Data Review

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

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

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | | 49 | 50 | | 49 | 51 | | | |
| ELA Learning Gains | | | | | | | | | |
| ELA Lowest 25th Percentile | | | | | | | | | |
| Math Achievement* | 0 | 34 | 38 | 1 | 36 | 38 | | | |
| Math Learning Gains | | | | | | | | | |
| Math Lowest 25th Percentile | | | | | | | | | |
| Science Achievement* | 7 | 66 | 64 | 2 | 31 | 40 | | | |
| Social Studies Achievement* | 6 | 66 | 66 | 0 | 43 | 48 | | | |
| Middle School Acceleration | | | | | 44 | 44 | | | |
| Graduation Rate | 7 | 87 | 89 | 55 | 62 | 61 | 30 | | |
| College and Career Acceleration | 0 | 65 | 65 | 13 | 70 | 67 | 5 | | |
| ELP Progress | | 45 | 45 | | | | | | |

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

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

**ESSA School-Level Data Review (pre-populated)**

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 4 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 5 |
| Total Points Earned for the Federal Index | 20 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 55 |
| Graduation Rate | 7 |

| 2021-22 ESSA Federal Index | |
|---|---|
| ESSA Category (CSI, TSI or ATSI) | CSI |
| OVERALL Federal Index – All Students | 14 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 2 |
| Total Points Earned for the Federal Index | 71 |
| Total Components for the Federal Index | 5 |
| Percent Tested | 16 |
| Graduation Rate | 55 |

**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 | 11 | Yes | 1 | 1 |
| ELL | 8 | Yes | 1 | 1 |
| AMI | | | | |
| ASN | | | | |
| BLK | 5 | Yes | 4 | 1 |
| HSP | 0 | Yes | 1 | 1 |
| MUL | | | | |
| PAC | | | | |

| 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% |
| WHT | | | | |
| FRL | 6 | Yes | 4 | 1 |

| 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 | 64 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 35 | Yes | 3 | |
| HSP | 56 | | | |
| MUL | | | | |
| PAC | | | | |
| WHT | 50 | | | |
| FRL | 36 | Yes | 3 | |

## 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 | | | | 0 | | | 7 | 6 | | 7 | 0 | |
| SWD | | | | | | | | | | | 1 | |
| ELL | | | | | | | | | | | 1 | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | 0 | | | 8 | 4 | | | 4 | |
| HSP | | | | | | | | | | | 1 | |

| 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 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |
| FRL | | | | | | | | | | | 1 | |

| 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 | | | | 1 | | | 2 | 0 | | 55 | 13 | |
| SWD | | | | | | | | | | 43 | | |
| ELL | | | | | | | | | | 64 | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | 56 | 13 | |
| HSP | | | | | | | | | | 56 | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | 50 | | |
| FRL | | | | | | | | | | 57 | 14 | |

| 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 | | | | | | | | | | 30 | 5 | |
| SWD | | | | | | | | | | 30 | | |
| ELL | | | | | | | | | | 8 | | |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | | | | | | | | | | 30 | 3 | |
| HSP | | | | | | | | | | 20 | | |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | | | | | | | | | | | | |

| 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 |
| FRL | | | | | | | | | | 33 | 5 | |

### 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. <u>The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments</u>.

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.

| GEOMETRY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | * | 45% | * | 48% | * |

| BIOLOGY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 3% | 63% | -60% | 63% | -60% |

| HISTORY | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 6% | 62% | -56% | 63% | -57% |

## 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.**

In the data available it would seem mathematics showed the lowest performance. Attendance is a major factor. Math is one of the subjects that builds on concepts. If you miss days, you are missing concepts and practice. Workforce Academy is a small school less than 300 total students. Workforce's math teachers are trained in the implementation of benchmark aligned instruction. Math and English teachers were teaching in-field. Being a grade/credit recovery school, a majority of students come to Workforce well below math and reading grade levels. Workforce implemented after school tutoring, Saturday

computer labs and "power hour" sessions focusing on math and reading to improve student's abilities. These sessions were taught face to face and using Edgenuity/Imagine learning programs. Many students return to their "home schools" after completing grade/recovery courses, so showing gains in a school with a revolving door is difficult. 92.9% of the students testing scored in the Level 1 range the remaining 7.1% scored a Level 3. So many students just rush through testing finishing in less than half the time allotted according to test proctors. If the students use the skills/abilities taught during the tutoring sessions as well as not rushing test scores will improve. Barriers include test fatigue, not understanding the weight of not scoring well enough on state exams.

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

The data for our school only contains Math and Science. The data indicates Workforce Academy has shown improvement over the past year. English at 45% Math at 65% learning gains, not a decline.

**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.**

Again Math seems to show the greatest gap. Even though WAA showed a learning gain in Math, the state outpaced the Academy on average. Many students are still recovering from distance learning gaps. Math seems to be the subject Workforce students have the most trouble with, even with a 65% improvement.

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

Math and English both showed significant learning gains, 65 and 45% and our school has moved from Maintaining to Commendable. Test taking skills, after school tutoring seems to have helped. Also Workforce Academy has added some Saturday school opportunities for those students who are struggling or need more time to work on grade recovery classes.

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

Being challenged by math WAA needs to continue with its afterschool tutoring. WAA also needs to address chronic absenteeism.

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

Improve attendance. Continue after school tutoring.

**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.

At WAA the entire staff models the behavior they wish the students to mirror. As an alternative school many students who attend Workforce Academy have been dismissed or asked to find another school by other high schools. The administration and teachers use many techniques set forth in "Positive Behavioral Interventions and Supports." If a classroom becomes more interactive students feel more comfortable to ask questions and feel more confident as skills are gained. Workforce also uses a Positive Rewards System. Reward point cards are given to students "caught" doing the right things; being in dress code, showing respect etc. These points can be traded for rewards such as gift cards, electronic accessories and gift certificates/vouchers. A classroom using PBIS practices has been shown to have fewer classroom disruptions, improved learning gains, and allow the teacher to have more instructional minutes.

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

A reduction in referrals that need to be written. Last school year there were approximately 35 referrals written at a Level 3. Using PBIS, Reward Program and adult modeling, Workforce has a goal of reducing Level 3 referrals to 28 a 20% reduction. (Update) Through the 1st nine weeks only four (4) Level 3's have been written. Improved student GPA. Last school year Workforce's 12th grade students had a GPA of 2.0. This year Workforce's goal is to improve the GPA to 2.3 for 12th grade. These two goals can be measured and tracked. Students will be encouraged to attend tutoring sessions and Edgenuity grade recovery opportunities.

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

WAA's Dean of Students will be in charge of discipline and tracking Levels of infractions. GPA is monitored by homeroom teachers and class sponsors. Keeping students and parents updated on student progress.

**Person responsible for monitoring outcome:**

Belinda Jones (belinda.jones@ocps.net)

**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.)

A staff meeting after each grading cycle to discuss students in danger of failure or not on track to graduate. Also reaching out to parents/guardians for those students who are struggling with attendance.

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

Our school has only 2 grades, 11th and 12th and only 280 students. WAA is able to have a hands on approach. Teachers are able to meet with each other and students to keep students on track for graduation.

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

Tier 4 - Demonstrates a Rationale

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

No

**Action Steps to Implement**

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

Implement the Positive Behavioral Interventions and Supports system. This will involve teachers familiarizing themselves with the PBIS protocols. Displaying goals in classrooms and modeling desired behaviors. Teaching students expectations and skills to set up students for success and achieve the desired results for the school. During pre-planning the teachers were exposed to the program, the benefits, and the why/how using PBIS will improve student behavior and increase student results. The rewards program is teacher driven program used to reward students. This program has been in place for two (2) school years.

**Person Responsible:** Darryl Blackall (darryl.blackall@ocps.net)

**By When:** The goals are yearly goals. Reduction of discipline referrals and improvement of of GPA will be measured during the year, with the goal measured at the end.

**#2. Graduation specifically relating to Graduation**

**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.

Graduation rate is hard to calculate for Workforce Academy. WAA only serves 11th and 12th grades. Students come in, complete credit recovery classes, improve GPA and return to their homeschools. Or they come to the Academy too old for grade, or in academic trouble at every point of the year.

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

Have the senior class sponsor and registrar focus on a positive outcome for the 12th grade students. Tracking attendance and academic performance. To assure students are enrolled in the classes needed, are attending and completing classes with a "C" or better to improve GPA.

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

Senior class sponsor will create and monitor a student tracking for each 12th grade student. These tracking sheets need to be updated every grading period so 12th grade students are being monitored.

**Person responsible for monitoring outcome:**

Belinda Jones (belinda.jones@ocps.net)

**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.)

Student tracking sheets will be available for review. Including dates academic plans were gone over with students, parents and teachers.

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

If a student understands his/her progress and what is still required for graduation there is no surprises at the end of the year. The student will know what classes are needed, if they have passed the required state exams, if they have achieved the GPA required.

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

Tier 4 - Demonstrates a Rationale

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

No

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

Workforce Academy will initiate a ""power up" time. As testing season approaches, time will be built into the schedule to tutor students. These sessions will help prepare for FAST/BEST/ EOCs and ACT testing. Workforce Academy students, in general, have the GPA and required credits, but often are missing the tests required to receive a diploma. These tutoring sessions will include algebra/English and test taking/ study skills. Each teacher will teach a specific section and have built in rotations so students will not get bored or tired of being in a single study room. Given extra weeks of study time before the tests are given.

**Person Responsible:** Belinda Jones (belinda.jones@ocps.net)

**By When:** The staff meeting for the Power Up sessions is scheduled for 11/1/23. Teachers will set up quick bite lessons and instruction will begin right after the return of Thanksgiving break.

## 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).

Workforce Advantage Academy, is not receiving school improvement funding. If this is not the case, please inform the school for requirements to receive funds.