

Duval County Public Schools

School Of Success Academy Sos School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	23
VII. Budget to Support Areas of Focus	27

School Of Success Academy Sos

6974 WILSON BLVD, Jacksonville, FL 32210

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

School Board Approval

This plan was approved by the Duval County School Board on 11/2/2023.

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.

It is the mission of School of Success Academy to provide Florida State approved curriculum through a community enhance education that promote the Personal Education Potential (PEP) of students and to provide students with appropriate learning opportunities through Individual Success Plans (ISP).

Essential to the achievement of this goal is our establishment of an environment that is conducive to learning with a sensitive staff and an academically challenging program with emphasis on citizenship and focus on personal responsibility, respect, work ethics, integrity, self-esteem, parental commitment, and community service.

Provide the school's vision statement.

The vision of School of Success Academy is to magnify the unlimited potential in students to become productive citizens within their communities. As such, it is our belief that "Because potential is so completely unknown to us; we see all students as possibilities, therefore all students are potential achievers."

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
Mills, Genell	Principal	<p>Our leadership team consists of leadership/administration and support personnel. The administrative team includes our principal, vice principal and our assistant principal of student services. The support personnel include our reading coach, math coach, director of ESE, director of HR & finance and our parent liaison. The administrative team members are responsible for the overall organization and management of our school and its programs as well as the evaluation of our personnel and programs. The support team members provide support to the instructional staff through coaching and professional development.</p>
		<p>The entire team meets once a week at a minimum before school to monitor and discuss student achievement, teacher observation data and overall school operations. The data is used to evaluate our programs and make changes as needed. Each member of the leadership/administrators team is assigned as follows: principal - overall operations, vice principal (professional development, curriculum & instruction) assistant principal/dean of students (student services.) The support team assignments are: director of ESE (ESE Services), director of HR (finance, business services and HR), math and reading coaches (meet with PLC groups to provide support. Once a week the leadership/administration team members meet with their PLC groups to provide support. During these weekly meetings they monitor student achievement on the Florida standards especially the mastery of standards by our ESE, ELL and lowest 25% students. In addition, the leadership team meets with PLC lead teachers once a month and meets with the entire faculty once a month. During these meetings curriculum mapping takes place as well as collaboration on common assessments, data analysis and intervention strategies. Information from these PLC meetings is also discussed at the weekly leadership team meetings and used to make decisions about our instructional programs.</p>
		<p>The Principal in summary is responsible for overall operation of the school and provides a common school vision for the use of data-based decision-making. Ensures that the school-based team is implementing SIP, ensures implementation of intervention support and documentation of identified areas of need, ensures adequate professional development to support student learning, and communicates with parents regarding school-based plans and activities. Reviews student and teacher data and progress for all students, including target groups and individual students.</p>
Scott, Shirlene	Assistant Principal	<p>Ensure commitment to the SIP process and identifies resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.</p>
Hill, Kaye	Administrative Support	<p>Ensure commitment to the SIP process and identifies and budgets for resources for teachers and students. Additionally, assistant principals monitor the levels of support from core to intensive practices and</p>

Name	Position Title	Job Duties and Responsibilities
		interventions, as well as, make financial and business recommendations for professional development to support the SIP implementation. Review student data and progress for all students, including target groups and individual students.
Price, Dr. Sharolyn	Parent Engagement Liaison	Ensure commitment to the SIP process and identifies resources for parents and other stake holders. Additionally, assists the Principal with monitoring the levels of support from core to intensive practices and interventions, as well as, make recommendations for professional development to support the SIP implementation. Works with Principal to build closer parents and staff relationships to improve support, internal capacity and sustainability over time.
Blair, Mirandia	Teacher, K-12	Share common goal of improving instruction for all students and will work together to build staff support, internal capacity and sustainability over time. Provide information about core instruction, participate in student data collection, collaborates with other staff to implement identified interventions and strategies.

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.

The process for involving SOS Stakeholders in our education plan include SAC, students, parents, educators, Board Members, and business partners includes (but not limited too), verbal/written input at meetings, surveys, evaluations, and suggestions for improving the developments of process . Each of these groups has a vested interest in ensuring that our educational system effectively meets the needs of all learners. Each group is also represented at our monthly meetings, which includes our annual meeting.

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))

For SIP Monitoring and Evaluation plan, the process will include gathering, analyzing, interpreting, storing data and information about our learners' progress, school programs, projects implemented, and school stakeholders' performance. We will meet monthly, which will include our Annual Meeting at the end of the year. After receiving data from surveys including State Data and student performance data, all stakeholders' surveys will be desegregated in order to make necessary adjustments/revisions to move forward in a continuous improvement direction for all students.

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)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	90%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* 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: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	19	23	23	65	
One or more suspensions	0	0	0	0	0	0	6	15	23	44	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	1	3	5	
Course failure in Math	0	0	0	0	0	0	1	1	2	4	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	18	25	19	62	
Level 1 on statewide Math assessment	0	0	0	0	0	0	14	23	13	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	18	26	28	72

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	2	1	0	3
Students retained two or more times	0	0	0	0	0	0	1	1	0	2

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	45	37	58	140	
One or more suspensions	0	0	0	0	0	0	3	6	9	18	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	5	6	
Course failure in Math	0	0	0	0	0	0	1	0	7	8	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	34	23	8	65	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	28	26	8	62	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	27	25	16	68

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	1	1	3	5
Students retained two or more times	0	0	0	0	0	0	1	2	3	6

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*	28	42	49	19	43	50	20		
ELA Learning Gains				42			33		
ELA Lowest 25th Percentile				54			24		
Math Achievement*	38	49	56	31	35	36	34		
Math Learning Gains				60			44		
Math Lowest 25th Percentile				75			45		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	46	48	49	29	48	53	44		
Social Studies Achievement*	44	66	68	56	53	58	38		
Middle School Acceleration	47	82	73	67	47	49	33		
Graduation Rate					48	49			
College and Career Acceleration					69	70			
ELP Progress		31	40		85	76			

* 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	41
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	203
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	9
Percent Tested	98
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	13	Yes	4	1
ELL	18	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	45			
MUL				
PAC				
WHT	44			
FRL	38	Yes	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	37	Yes	3	
ELL				
AMI				
ASN				
BLK	43			
HSP	49			
MUL				
PAC				
WHT	42			
FRL	47			

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	28			38			46	44	47			
SWD	21			5							2	
ELL	14			21							2	
AMI												
ASN												
BLK	21			32			40	36			4	
HSP	36			50			50				3	
MUL												
PAC												
WHT	42			45							2	
FRL	23			38			42	44	43		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	19	42	54	31	60	75	29	56	67			
SWD	15	40	27	18	61	92	20	25				
ELL												
AMI												
ASN												
BLK	13	41	57	21	55	80	24	46	50			
HSP	33	47		61	56							
MUL												
PAC												
WHT	18	30		36	82							
FRL	17	40	55	30	58	75	30	56	63			

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	20	33	24	34	44	45	44	38	33			
SWD	4	21	17	24	42	30		33				
ELL	17	50		33	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
AMI												
ASN												
BLK	17	31	21	30	38	47	41	38	23			
HSP	15	47		35	63		50					
MUL												
PAC												
WHT	27			45								
FRL	23	34	26	37	44	42	42	40	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
07	2023 - Spring	15%	40%	-25%	47%	-32%
08	2023 - Spring	23%	41%	-18%	47%	-24%
06	2023 - Spring	33%	38%	-5%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	43%	-5%	54%	-16%
07	2023 - Spring	33%	40%	-7%	48%	-15%
08	2023 - Spring	32%	45%	-13%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	44%	35%	9%	44%	0%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	52%	11%	50%	13%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	45%	63%	-18%	66%	-21%

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.

According to the 2022 FSA data retrieved from the Florida Department of Education the following trends emerged across grade levels, subgroups and content areas:

ELA proficiency decreased by 4points and Math proficiency decreased by 2 points during the year while 8th-grade Science proficiency, and Civics declined. Reading comprehension is an issue. We have a high population of students who need additional assistance and support for developing relevant and grade-level reading skills. However, we had increases in our ELA and Math learning gains as well as ELA and Math LPQ. We also had increased proficiency in in Algebra 1. In addition, according to our statewide assessment data, there is a significant achievement gap in all content areas with our ESE students compared to our general population . Our ESE students are not demonstrating as much growth throughout the years as any other subgroup.

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

From 2021 to 2022 ELA & Math Proficiency, 8th grade Science and Students with disabilities. Some factors that contributed to this decline were High population of students in need of Intensive Reading Instruction; High population of students with disabilities; Teacher vacancies and teachers with health issues that took them out of the classroom; Decreased instructional time due to classroom disruptions;

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.

SOS data that had the greatest gap when compared to the state average is ELA. Some factors that contributed to this decline were High population of students in need of Intensive Reading Instruction; High population of students with disabilities; Teacher vacancies and teachers with health issues that took them out of the classroom; Decreased instructional time due to classroom disruptions. SOS historically has had an average of 70% of our students enter below grade level at levels 1 or 2 in ELA. In the last three year comparison, only 25% of our students are achieving proficiency in ELA. However, over 42% made gains and 50% of the L25 made gains in ELA.

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

ELA LPQ gains improved by 10 points, Math gains improved by 8 points and Math LPQ improved by 26 points.

One of the primary indicators of student success on the statewide assessments is the performance of our in-house Progress Monitoring tools (HMH, i-Ready, Achieve, Penda) that every student takes three times a year. The assessments are closely aligned to the state assessments and modified each year during PLC sessions by the administration and teachers based on disaggregated results published by the Florida Department of Education. Contributing factors to the math increase were the addition of a Math Instructional Coach who provided structure and strategies for the math teachers, double-blocking of math classes, and supplemental instructional support from grade level teachers and Admin staff. There was increased collaboration among teachers to develop intentional lessons, and supplemental instructional support from grade level teachers and leadership staff.

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

The potential areas of concern are ELA & SWD Achievement.

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

SOS highest priorities for the coming school year are as follows: Increased achievement in the percentage of students in ELA, Math and Civics.

Area of Focus

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

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

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

Based on the 2021 ESSA data, SWD was the lowest performing subgroup on seven out of nine indicators. For the 2022 ESSA data, SWD was the lowest performing subgroup on eight out of nine indicators.

Measurable Outcome:

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

Annual Measurable 2023-2024 ELA Reading Goal 40% of all FTE students will score at or above proficiency on Florida State Standardize assessments, with at least 30% scoring at proficiency and 10% scoring above proficiency.

Annual Measurable 2023-2024 Math Goal of 40% of all FTE students will score at or above proficiency on Florida State Standardize assessments, with at least 30% scoring at proficiency and 10% scoring above proficiency.

Annual Measurable 2023-2024 Science Goal is 41% of all FTE students will score at or above proficiency on Florida State Standardize assessments, with at least 31% scoring at proficiency and 10% scoring above proficiency.

Annual Measurable 2023-2024 CIVICS Goal is 80% of all FTE students will score at or above proficiency on Florida State Standardize assessments. with at least 60% scoring at proficiency and 20% scoring above proficiency.

Annual Measurable 2023-2024 Middle School acceleration (Algebra 1) Goal is 80% of all FTE students will score at or above proficiency on Florida State Standardize assessments. with at least 60% scoring at proficiency and 20% scoring above proficiency.

Annual Measurable Attendance 2023-2024 Attendance goal is to increase student attendance to 96% and decrease the In-school and out-of-school suspension rate by 10%. Our goal for the truancy rate is to decrease by 10%.

Monitoring:

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

SOS will monitored these [ractices by: Review and analysis of common assessment results in Common Planning; Review and analysis of school progress monitoring in PLC meetings; Coaching cycles and/or professional Consultant development to support teachers; Weekly classroom visits by admin and coaches; Quarterly Progress Reports on IEP Goals; Monthly Lexile progress monitoring for Achieve 3000; Observe and Track services provided by ESE Support Facilitators, Reading Interventionists, Math Interventionists.

Person responsible for monitoring outcome:

Shirlene Scott (scotts@sosjax.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.)

We will utilize the following:

1. Visual Representations – Utilization of concrete, virtual manipulatives, and graphic organizers
2. Increased Interactive & Indirect Instruction – Utilize discussion and cooperative learning methods to promote critical thinking. Gradual Release of instruction with proper modeling is needed to promote ownership of learning. Utilize computer-assisted instruction to address skill gaps.
3. Promote Metacognition – Incorporate opportunities to activate background knowledge and access

prior learning to build connections with new learning. Students track their own data for progress monitoring.

4. Check for Student Understanding – Utilize formal/informal assessments and questioning to monitor for understanding on consistent basis.

5. Small Group and Supplemental Instruction. Provide supplemental tutoring services as needed. Also, most SWD students are double-blocked for high accountability courses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Increased Interactive & Indirect Instruction –Allowing increased opportunities for discussion and cooperative learning contributes to authentic engagement and promotes critical thinking. SWD need additional modeling before independent practice.

2. Promote Metacognition – Students were not provided regular opportunities to “think about their thinking”: to develop critical thinking skills. Students struggle to connect/understand concepts without promoting metacognition.

3. Check for Student Understanding – Data points assessing the targeted learning were not collected/analyzed consistently impacting lesson planning. SWD need more frequent checks for understanding to shape learning experiences.

4. Small Group and Supplemental Instruction – Providing additional time through differentiation, small group, and supplemental tutoring support will assist these students in addressing knowledge and skill gaps.

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.

1. Implement more hands-on activities to engage students in authentic learning experiences.

2. Create a plan for support facilitators, paraprofessional, reading and math interventionist, academic coaches to work with classroom teachers to implement small groups on a regular basis

3. Identify students to provide targeted support on concepts, benchmarks, skills, and strategies through collection and analysis of various forms of data(state, county, classroom).

4. Provide sentence frames to promote collaborative conversations relating to the content

5. Provide Links to free virtual manipulative tools

-Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

Person Responsible: Shirlene Scott (scotts@sosjax.org)

By When: Within a two year span.

#2. -- Select below -- specifically relating to**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.

Person responsible for monitoring outcome:

[no one identified]

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.)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

No action steps were entered for this area of focus

#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.

Implementing an early warning system using base-line data to determine students that are performing below grade level in reading and are at tier 3.

Measurable Outcome:

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

Through safety net programs of tutoring after school and summer literature/reading programs, to increase the percentage of students who perform at proficiency and the number that show gains on the State Annual Assessments.

Monitoring:

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

Through progress monitoring at baseline, midterm and end of year.

Person responsible for monitoring outcome:

Shirlene Scott (scotts@sosjax.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.)

We use HMH literature - science of reading

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students will be scheduled in reading intervention classes daily.

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).

Title I funds will be utilized to purchase supplemental positions, professional development for teachers/staff, academic resources, materials, and supplies

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

NA

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

NA

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

NA

Grades 3-5 Measurable Outcomes

NA

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.

NA

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?

NA

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?

NA

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**

NA

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.

SOS methods of dissemination of our SIP and SWP to stakeholders is as follows: To begin with, at all our annual meetings which include, Title I, Governance Board, Open House and New School year Orientation. In addition, members of all our stakeholder groups will have representation. The SIP and SWP is also published on the school website. Copies will also be available in our parent resource room, Library and Main Office. A Copy of our SIP is also provided to our SAC and PFEP Parent Organization and Board of Directors.

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))

At the School of Success Academy, it is our policy that every parent/guardian seeking student enrollment must first schedule and complete an orientation interview prior to admission. This process has proven to be beneficial and informative to all immediate stakeholders germane to the student's success; providing an initial opportunity for parents, faculty, administrators, and support personnel to discover the student's culture and home environment, explore academic expectations, disclose community programs and services offered and determine if School of Success Academy is the best fit for the child.

This process has been implemented since the inception of the school. It is our belief that this process is the foundation to establishing a healthy academic relationship between students, faculty, and parents.

After student admission, this foundation is expanded to include student academic progress reports, quarterly report cards and school strategy meetings. SOS Academy encourages and welcomes students and their parents/guardians to contribute their recommendations, suggestions, and comments to the SOS Parent Involvement Policy/Plan, PFEP, School-Parent Compact as well as Title 1 budgeting area. SOS Academy also provides workshops for parental guidance, training, and activities. Parents are notified up to two weeks in advance of upcoming meetings and or events. Notices are published via letter Mail outs, email, phone, school website, social media platforms, and/or flyers sent home with the students.

Parents are welcomed and encouraged to sign up for any and all parent organization of interest, including and especially Title 1 planning and student activities. Parents that attend SOS Parent meetings are voluntarily assigned to the SOS Academy Title 1 Parent Organization, in accordance to their comfort and strengths. All parent input and recommendations are considered and recorded in the meeting minutes.

After the final draft of a Title 1 School-Wide plan is developed by the Stakeholders, the SOS Leadership Team publishes a meeting notice to all community stakeholders. At said meeting, the final draft is disseminated for final parental, sponsors, and faculty input. Once all suggestions, comments and

recommendations are rendered and recorded, revisions are implemented as required and a comprehensive draft is adopted for SOS school board review. After board review, modifications are noted. SOS Leadership will make final modifications upon consensus and a final copy of the Title 1 school-wide strategy plan will be placed in the Front Office, on the website and submitted to the Governance Board and other required recipients for stakeholder review. Additional hard copies will be available to ALL parents upon request from Dr. Sharolyn Price, Title 1 Parent Liaison. Additional correspondence provided to parents regarding student academic and behavioral progress is conveyed during regularly scheduled progress reports, report cards, parent - teacher conferences and open house events.

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 SOS Academy Leadership team collaborate weekly face-to-face or via conference calls, webinars and electronically and regularly at monthly scheduled meeting unless otherwise required. The team's primary objective is to:

1. Ensure collaborative goal setting and analyze available opportunities to produce results and develop an understanding of their roles.
2. Establish board alignment and support of state and district goals.
3. Establish non-negotiable goals for achievement and instruction prior to committing resources.
4. Determine the most promising fundraising opportunities to supplement federal, state and local funds and establish pathways to coordinate fundraising events that promotes instructional achievement and growth in the development of student potential.
5. Monitor resources to ensure effective use and best practices in academic achievement and instructional goals. Decide which activities should receive more resources and which should be abandoned altogether, when some activities lead to results and others do not.
6. Allocate resources to support goals for achievement and instruction.
7. Monthly Finance Reports are made to the Governance Board by the Finance Director for information and approval when needed.

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))

NA

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))

SOS has opted in to the District's Youth Mental Health Program.

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))

Our 8th grade students are introduced to and participate in career interest survey and readiness.

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).

Assessment - SOS Academy faculty fully evaluates and utilizes student data provided by Insight and Inform, a DCPS database that offers a microscopic view of student's performance on Florida State assessments. This data identifies students with low proficiency by each subgroup. Students as well as parents/guardians are then notified of achievement outcomes. SOS faculty in collaboration with students, parents/guardians and student stakeholders establish Individualize Education Plan (IEP) and timeline to maximize student academic potential. The timeline includes measurable and routine conferences for IEP modification should if it's required.

In addition, as the faculty uses Inform/Insight, they are required to research, print, and post their students' baseline data from last year. Every teacher is required to maintain a Data Binder where student data is filed. Also, a Data-At-A-Glance Form was created to use for teacher-student Data Chats. Each Data Chat Form requires a specific two-week goal for follow-up consultation.

SOS Faculty continues to undergo training on the purpose and the usage of both "Formative" and "Summative" assessments. Formative assessments will dictate our modifications so that our students receive the appropriate instruction at all times. Summative assessments are allowed at the end of units, quarters, and semesters. Faculty will receive additional training on the use of rubrics, graphic organizers, and other CRISS Strategies. Faculty also continues usage of mimeo interactives for each classroom setting. Additionally, each classroom is equipped with a projector and a laptop as a teacher workstation. Every core subject classroom has 3-4 computers as a workstation for differentiated instruction.

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))

SOS Academy believes through formal and informal training sessions, PLC's, study groups, and conversations about teaching, teachers and administrators benefit.

SOS Academy teachers meet regularly on student ERD (Early Release Days) for PLC meetings. These meetings provide faculty time and a platform to support each teachers' strengths and build foundations to decrease instructional weaknesses. Working together, they reduce their individual planning time to collaborate pool of ideas and materials to greatly increase student academic performance. As a result, faculty becomes adaptable and self-reliant. SOS also works and collaborates regularly with its Education Consultants, "Turn-Around-Solutions" and MK Educating Young Minds.

Teachers are organized to ease the strain of staff turnover, both by providing systematic professional assistance to beginners and by explicitly socializing all newcomers, including veteran teachers, to staff values, traditions, and resources. Professional Learning Community training are conducted on every early release Wednesday, which occurs once per week. For the Wednesdays that the PLCs are not conducted, our consultant team, Turnaround Solutions/Dr. James Young, will provide training for the faculty. Also, during pre-service training, the teachers received professional development on best research methods and strategies.

New teachers participate in the District's Beginning Teacher's Program, NTD and the Florida Consortium of Charter Schools Evaluation System.

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))

NA - This is a Middleschool

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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: -- Select below --:	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$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