Aspire Academy Charter School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Aspire Academy Charter

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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.

Aspire Charter Academy is committed to providing a superior atmosphere of inspiration, encouragement, and education for all students; especially for those high-risk students whose behavior has impeded their ability to achieve their maximum potential. We believe that all student potential is reached through education and we are dedicated to reaching one student, one family, and one community at a time.

Provide the school's vision statement.

Aspire Charter Academy is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create a safe environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

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
Kendrick, Eugene	Principal	Maintains responsibility for the professional growth and development of all staff through ensuring that we are meeting the objectives set within our school's mission and vision. Creates and maintains a culture of collaboration in which our staff, students, and their families work together to ensure that our students meet their full potential academically and socially. Examines academic achievement data, attendance, and ongoing data on behavior to ensure that the appropriate interventions are put in place and monitored to ensure that our students meet their full potential both academically and socially. Handles daily student attendance, discipline, and partners with the leadership team to ensure the overall safety and wellbeing of all students and staff on our campus. Supports our Educational Director with maintaining the well being of all campus facilities on our physical plant along with handling all of the campus registrar duties.

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

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

Our leadership team works together with our teachers and parents to develop our SIP through an ongoing process of collaboration throughout the school year.

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))

Classroom walkthroughs, MTSS meetings, student progress monitoring, common planning, faculty meetings, data chats.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: COMMENDABLE 2017-18: UNSATISFACTORY 2016-17: 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	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	3	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	9	7	6	0	0	0	22
Level 1 on statewide Math assessment	0	0	0	7	11	15	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	13	10	10	0	0	0	33

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 days		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on statewide ELA assessment		
Level 1 on statewide 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 days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	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	

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*	20	57	53	12	56	56	15		
ELA Learning Gains				34			10		
ELA Lowest 25th Percentile									
Math Achievement*	6	60	59	9	46	50	13		
Math Learning Gains				7			10		
Math Lowest 25th Percentile									
Science Achievement*	0	63	54	6	61	59	12		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress		59	59						

* 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	12
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	49
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	14

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	68
Total Components for the Federal Index	5
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	0	Yes	4	2
ELL				
AMI				
ASN				
BLK	8	Yes	4	2
HSP				
MUL				
PAC				
WHT				
FRL	16	Yes	4	2

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	8	Yes	3	1
ELL				
AMI				
ASN				
BLK	15	Yes	3	1
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	14	Yes	3	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	20			6			0					
SWD	0			0							2	
ELL												
AMI												
ASN												
BLK	19			4			0				3	
HSP												
MUL												
PAC												
WHT												
FRL	23			4							3	

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	12	34		9	7		6					
SWD	6	27		0	0							
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	13	39		6	9		7					
HSP												
MUL												
PAC												
WHT												
FRL	11	38		11	8		0					

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	15	10		13	10		12					
SWD	4	8		0	0		0					
ELL												
AMI												
ASN												
BLK	15	13		12	6		8					
HSP	9			18								
MUL												
PAC												
WHT												
FRL	16	13		14	6		8					

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	33%	54%	-21%	54%	-21%
04	2023 - Spring	17%	60%	-43%	58%	-41%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	19%	52%	-33%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	13%	59%	-46%	59%	-46%
04	2023 - Spring	8%	62%	-54%	61%	-53%
05	2023 - Spring	0%	55%	-55%	55%	-55%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	0%	59%	-59%	51%	-51%

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.

The data component showing the lowest performance was our 3rd grade reading mean scale score which was 277. Our staff needs to support our students in the areas of reading comprehension, vocabulary recognition, and be given greater exposure to fictional and non-fictional texts.(Similar to Aspire, students all across the state from Title 1 Schools generally struggle with meeting the level of proficiency on standardized exams. Our goal is to meet these students where they are and provide them with the necessary support to close the gap between where they are now and the level of proficiency in both ELA and Math.)

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

The area that showed the greatest decline from the prior year was our 4th grade math scores. (Though our fourth grade Math scores showed the highest decline, our focus this year is on ensuring that we provide our students with the necessary support to make consistent improvements at each grade level in math. We are confident that by adding weekly practice using IReady Math to their weekly curriculum that our students will begin to show improvement.)

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

The data component that had the largest gap compared to the state average was in the area of Math proficiency. (Title 1 schools with demographics similar to our school all across the state seemed to also struggle also with students achieving proficiency in Math. Our goal is to utilize our MTSS program to fidelity to ensure that we close this gap in a major way throughout this school year.)

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

Our 5th grade students showed the greatest improvement in their ELA mean scale score from 2021-22 to the 2022-23 school year. We attribute the success of these scores to our ongoing commitment to MTSS in which we have worked closely to provide interventions and ongoing support to these students throughout their tenure at Aspire.

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

One area of concern is high rates of students scoring at level 1 in both ELA and Math. We are certain that if we do not address this problem that this trend will continue to grow over the years.

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

Our highest academic priority is to provide ongoing academic interventions through each Tier of our MTSS program to all of our students who have scored below the level of proficiency in the areas of reading and math.

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

#1. Instructional Practice specifically relating to ELA

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

Aspire Charter Academy will purchase I-Ready ELA & Math to support our overall curriculum with providing our students with daily practice working towards achieving the goal of scoring at the level of proficiency on their Fall, Winter, and Spring FAST and Star exams.

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

Our goal is to increase our average scale score on both FAST and STAR at each grade level by 20% in ELA and Math.

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

This area of focus will be monitored by our MTSS Interventionist along with our leadership team by examining monthly I-Ready data reports in the areas of ELA and Math.

Person responsible for monitoring outcome:
Eugene Kendrick (eugene.kendrick@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.)

I-Ready ELA & Math

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

We strongly feel that this strategy will support our Interventionist with providing the appropriate level of support to our teachers and students at each tier.

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 2 - Moderate 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.

Our MTSS Interventionist will work with our leadership team to ensure that the appropriate level of support is provided at Tier1, Tier 2, and Tier 3 all throughout our campus in the areas of ELA and Math.

Person Responsible: Eugene Kendrick (eugene.kendrick@ocps.net)

By When: Prior to the close of each month a meeting will be held to discuss our overall progress towards ensuring that the appropriate level of support is consistently being provided at Tier 1, Tier 2, and Tier 3.

#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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.

We would like to continue focusing on establishing and maintaining a warm and inviting work environment with the focus on teacher retention and recruitment.

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

Our goal is to maintain 100% of our teachers and support staff for the remainder of the 2023-24 school year.

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

This area will be monitored by proactively creating and maintaining a healthy work environment with an emphasis on retaining 100% of our teachers.

Person responsible for monitoring outcome:

Eugene Kendrick (eugene.kendrick@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.)

Our goal will be to continue working to foster a healthy culture of collaboration where our teachers work together to meet the needs of their students across grade levels. In addition our teachers will continue working together in houses with other teachers from various grade levels while participating in fun competitions throughout the year along with their students. We will continue to find more ways to effectively support the daily needs of our staff by finding creative ways to show appreciation, encouraging suggestions, and consistently having clear open lines of communication to hear and address concerns on a daily basis. Working in alternative education can be very challenging and we want to ensure that we are proactively working to consistently meet the needs and concerns of our entire staff on a daily basis.

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

Being a Title 1 Alternative school, we have a difficult time consistently recruiting and maintaining highly qualified staff. Due to the challenges that many of our students face we selected this strategy to proactively put together a plan to prevent such high rates of turnover.

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.

We will provide yearly bonuses to teachers who are rated highly effective on their end of the year evaluations.

We provide a suggestion box that is monitored daily and an open-door policy that allows staff to voice concerns about any issues that they would like to have resolved.

We provide monthly celebrations to honor the staff with birthdays that take place within that month.

We provide opportunities for internal growth and ongoing professional development to all of our staff.

We separate our staff and students into houses where we work together to complete projects, host competitions, and work together to achieve goals The house competitions and celebrations help our school to build chemistry amongst both our students and staff.

Person Responsible: Eugene Kendrick (eugene.kendrick@ocps.net)

By When: Daily, Weekly, and Monthly based on the action being monitored.

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).

Our leadership team will all collaborate to review school improvement funding and discuss which areas of need are most essential.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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.

Our schools desired outcomes will be monitored through staff data chats, MTSS Meetings, leadership team meetings, and SAC Meetings. In addition our staff consistently will utilize the data from our formative and summative assessments to adjust our focus to address our essential standards in the areas where our data shows that we have more severe needs.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Kendrick, Eugene, eugene.kendrick@ocps.net

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?

Our teachers are using the "Into Reading" curriculum for reading and "Go Math" to address standards based needs in the areas of reading and math to fidelity.

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?

These programs have a proven track record with meeting the needs of students with intense needs in the areas of both reading and math.

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
Our students receive 90 minutes of instruction in the area of reading each day. Through daily walks, data chats, observations, and ongoing feedback and coaching the overall fidelity of our Reading instruction is closely monitored.	Kendrick, Eugene, eugene.kendrick@ocps.net

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.

Our school stakeholders can receive access to this information through SAC meetings, faculty meetings, board meetings, and through our school website which is listed below.
https://aspirecharteracademy.com/

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))

Our school has monthly parent engagement nights throughout the year which are posted on our website and are introduced to our parents through our monthly zoom meetings that the teachers hold with their classes.
https://aspirecharteracademy.com/

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))

Our school is planning to implement a school wide academic intervention block that focuses on helping students work on areas where they have documented needs in the areas of reading and math.

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))

Partnership/Collaboration with OCPS schools.

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))

Partnership/Collaboration with OCPS Schools

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).

Our entire admin team works to meet with our TIER 3 students weekly by providing academic and social interventions three days a week for 20 minutes.

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))

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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))

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Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	**Area of Focus: Instructional Practice: ELA**				**$47,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	0163 - Aspire Academy Charter	UniSIG		$7,590.00
			Notes: Notes: Aspire Charter Academy will purchase I-Ready ELA & Math to support the curriculum with regular practice to apply what they are learning. Cost not to exceed $7,590.00			
	5100	360	0163 - Aspire Academy Charter	UniSIG		$34,910.00
			Notes: Salary for MTSS Interventionist to assist with intensive Tier 3 interventions and integrate language @50% $34,910 includes salary and benefits			
	5900	120	0163 - Aspire Academy Charter	UniSIG		$5,000.00
			Notes: Support staff to provide intervention services to students in Reading and Math. Not to exceed $5,000.			
2	III.B.	**Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment**				**$0.00**
					Total:	**$47,500.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No