Beta School

2023-24

Schoolwide Improvement Plan (SIP)

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Beta

4680 LAKE UNDERHILL RD, Orlando, FL 32807

www.ocps.net/lc/district/sae

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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Tovine, William	Principal	The principal is the head of the administrative team within a school and is responsible for overseeing the daily operations of the institution. The responsibilities of the principal include: coordinate staff schedules, oversee the development of curriculum and enforce school policies relating to discipline, safety and mental health. The principal also coordinates staff training days and works directly with students who need help meeting or setting goals. The principal also serves as the direct liaison between the school and the school board and is responsible for ensuring that the school operates according to school board protocols.
Lebron, Maribel	Assistant Principal	The role of the assistant principal is to assist the building principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and parents. The responsibilities include: leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing discipline, safety, mental health and budget items. The assistant principal acts in the capacity of the principal during the principal's absence from the school.

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 school improvement plan is reviewed during a school advisory council meeting, which consists of school leadership team, teachers and school staff, parents, students and families, and business or community leaders. Their input was used in the SIP development process.

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))

SIP plans will be monitored regularly by the school leadership team, curriculum team, and the SAC committee. Any revisions will be based on progress monitoring data.

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
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)	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: COMMENDABLE 2017-18: COMMENDABLE 2016-17: COMMENDABLE
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	1	1
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
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	

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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	1	0	19
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	2
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	6
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	9
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	11

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) 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	1	0	1
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*		56	53		57	55			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*		59	55	7	41	42			
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		56	52	10	57	54			
Social Studies Achievement*		68	68		63	59			
Middle School Acceleration		74	70		52	51			
Graduation Rate	55	82	74	62	52	50			
College and Career Acceleration		46	53		71	70			
ELP Progress		55	55		73	70			

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	55
Total Components for the Federal Index	1

2021-22 ESSA Federal Index	
Percent Tested	
Graduation Rate	55

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	26
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	79
Total Components for the Federal Index	3
Percent Tested	
Graduation Rate	62

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	60			

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				
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT				
FRL	70			

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										55		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
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				7			10			62		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL										70		

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												
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT												
FRL												

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	*	49%	*	50%	*
08	2023 - Spring	*	46%	*	47%	*
09	2023 - Spring	*	46%	*	48%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	58%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	50%	*	44%	*

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

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	*	63%	*	63%	*

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

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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.

Beta had 90% of students in grades 8-12 score a level 1 on the Florida Standards Assessment in Algebra 1 and 10% students score a level 3 or higher. In grades 8-12, students showed the lowest performance in Quadratic Functions, Exponential Functions, and Statistics and Probability.

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

Math and Science showed the greatest decline from the prior year. Student attendance and other barriers to learning contributed to this 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.

Algebra 1 had the greatest achievement gap when compared to the state average. The contributing factors that led to this gap are learning deficits related to pre-algebra foundational skills. This is a trend for our students who have not been in school. According to the FSA data, the trends that emerge across grade levels, subgroups and core content area is that 90% of students in grades eighth through twelve did not perform at a proficiency level of 3 or higher on the Algebra 1 EOC retakes. According to data reports, students struggled the most with Quadratic Functions, Exponential Functions, and Statistics and Probability.

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

ELA was the area with the most improvement. Students who needed improvement were enrolled in an intensive reading course. According to the data, coaches applied strategies from Professional Learning Community professional development trainings to assist teachers with instructional strategies while working with students in intervention groups.

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

Our main area of concern was the average attendance rate of 63% .

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

1. Improving student attendance
2. Improving math and science assessment scores
3. Improving ELA assessment scores.

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.

Student achievement will increase by improving school attendance utilizing School-Based Truancy Interventions. BETA's attendance rate for the 2022-2023 school year, was 63%. According to BETA's attendance data, 92% of the student attendance fell below 90%. For school year 2023-2024, BETA intends to increase student achievement while improving school attendance. Student attendance will increase by 5%, raising the attendance rate to 68%.

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

For the 2023-2024 school year, we will improve our attendance rate from 63% to 68%.

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

The students will review and sign off on the Orange County Public Schools Attendance Policy quarterly. Attendance issues will be discussed at site meetings. The attendance data will be reviewed and appropriate actions will be taken to address any issues. Teachers use Skyward to take attendance by class period on a daily basis. The school attendance clerk monitors student daily absences and communicates with parents to verify the absences. Repeated absences will result in continual parent and/or student contact by the attendance clerk, lead teacher, and administration.

Person responsible for monitoring outcome:

William Tovine (william.tovine@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.)

Conduct workshops for families regarding attendance, including short-term and long-term consequences for lack of attendance, resulting in lower academic achievement. Workshops will provide appropriate tools to support student's attendance.

The school will communicate student attendance, including absences, tardies and early departures from class or school.

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

Research supports parent communication and involvement increases attendance .

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?

Yes

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. Teachers will take daily period attendance.
2. Attendance clerk monitors student daily absences and communicates with parents to verify.
3. Repeated absences will result in a parent contact/conference to determine the cause of the absences.
4. Monitor how absences impact student achievement and create an academic improvement plan.
5. Administration will create a student attendance contract.
6. Lead teacher will conduct weekly check ins with students to ensure the compliance of the student contract.
7. If attendance issues continue the student and family will be provided additional resources of support (e.g. social worker or mental health counselor).

Person Responsible: William Tovine (william.tovine@ocps.net)

By When: May 2024

#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.

Our area of focus for the 2023-2024 school year will be graduation. BETA had a 62% graduation rate for the 2022-2023 school year. Keeping parents and students informed of graduation requirements will help students stay on target, graduate with their cohort, and increase our graduation rate.

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

For the 2023-2024 school year, we will improve our graduation rate from 62% to 68%.

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

Guidance counselors will monitor and update students and guardians on their graduation status. Guardians will be encouraged to monitor student academic progress via skyward and canvas. Coaches will support teachers and students with math, science and ELA interventions.

Person responsible for monitoring outcome:

William Tovine (william.tovine@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.)

Conduct workshops for students and guardians focusing on attendance and graduation. Workshops will include how to achieve academic achievement.

The school will communicate with families about their student's progress, including absences, tardies and progress towards graduation requirements.

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

Keeping parents and students informed of graduation requirements will help students stay on target, graduate with their cohort, and increase our graduation rate.

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. Teachers will take daily period attendance.
2. Guidance counselors will monitor student graduation status and consult with student and parent/guardian.
3. Parents will be encouraged to monitor student academic progress via skyward and canvas.
4. Coaches will support teachers and students as needed.

5. If attendance issues continue the student and family will be provided additional resources of support (e.g. social worker or mental health counselor).

Person Responsible: William Tovine (william.tovine@ocps.net)

By When: Ongoing throughout school year.

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).

Collaborative discussions with the district have occurred to discuss resources to support evidence-based instruction based on student need. The instructional materials purchased will include supplemental materials to support student learning, field trips for student enrichment and cultural enhancements, and professional development activities for teachers and staff that will support positive outcomes for every student.

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.

Parent-Family engagement plan and the School Improvement Plan are created and approved by all stake holders. These plans are available on the school website, https://alted.ocps.net/b_e_t_a, the Floridacims.org website, located in binders in the front office, sent home via backpack with students, and shared with parents via email.

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))

1. Ensure parental awareness of school events and initiatives through various media (eg: notices sent home with student, telephone contact, email and school website, https://alted.ocps.net/b_e_t_a).

2 Create a flexible meeting schedule for parent conferences in order to accommodate parent work schedules and other conflicts.

3. Employ regular teacher communication with parents via emails and phone calls. regarding student behavior, academic strengths, and areas which may need improvement.

4. Sponsor parent nights, in order to share curricular college career information while establishing one-on-one communication between parents and teachers.

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))

To improve attendance, increase graduation rate and narrow achievement gaps in math and science, we will use the following high yield strategies:
• Helping Students Interact with New Knowledge- Teachers will group students to process new information and establish group norms.
•Helping Students Review Content- Teachers will present previously will learn information to students; students wrote summaries, and the teachers asked students to remember and apply previously learned information.
• Identifying Critical Content- Teacher will help students identify what content is important and what is not important.

We will provide the following professional development opportunities to support teachers and leaders:
• Coaches will provide content area professional development trainings through our Professional Learning Communities with a focus on effective High Yield strategies.
• Professional development will assist teachers in aligning student tasks to Standards-Based Instruction.
• Teachers will learn how to use Common Assessment and Progress Monitoring data to drive instruction.
• Coaches will provide MTSS Professional Development trainings with a focus on Tiered Interventions.

We will provide school tutoring, targeted interventions, and additional academic support.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				$46,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	360	0042 - Beta	UniSIG		$3,500.00
			Notes: Technology-Related Rentals- Software renewals for Rosetta Stone, IXL for math and safe food handlers certification.			
	5100	500	0042 - Beta	UniSIG		$12,000.00
			Notes: Supplies-books for student libraries and remedial support. Supplemental materials for reading, math, and science programs. Class sets of magazines and novels will be used for supplemental instruction. Purchase high interest, content related, educational magazines - Scholastic, Time, Discovery, National Geographic			

	5100	519	0042 - Beta	UniSIG		$1,000.00
			Notes: Allowable Technology Related Supplies - Headphones to support digital remedial supplemental software. Not to exceed $1,000.00.			
	5100	643	0042 - Beta	UniSIG		$4,750.00
			Notes: Non-Capitalized Hardware and Technology-Related Infrastructure- Teacher and Student desktops and laptops will be purchased to support online learning, and classroom use in math and reading. Not to exceed $4,750.00.			
	5100	644	0042 - Beta	UniSIG		$3,800.00
			Notes: Computer Hardware - Color printers will be purchased for classroom use in math and reading to support project based learning, portfolio creation, resumes, earned certificates and differentiated instruction. Not to exceed $3,500.00.			
	6150	510	0042 - Beta	UniSIG		$2,402.50
			Notes: Allowable Supplies - Parent Involvement supplies to include paper, flyers, or pamphlets. Not to exceed $2,402.50			
	6400	330	0042 - Beta	UniSIG		$11,925.50
			Notes: Travel - For in and out of county travel including technical assistance conferences, Marzano, Parent Involvement, Content Specific Conferences, and Social Emotional Learning related professional development for the assistant principal, resource teachers, and classroom teachers. - Out of County Conference- College Board: A Dream Deferred- March 25-27, 2024, New York, NY- 3 attendees X $550.00 registration fee =$1,650.00 Lodging- Marriott $299 X3= $1,794.00 Airfare- Jet Blue total round trip for 3= $1,074.00 In-County Conferences- Innovative Schools Summit- March 7-10, 2024, Orlando Florida, Caribe Royale Hotel, Registration Fee for 5 attendees X 645 each=3,225.00 2024 Florida Literacy Conference- January 19-21,2024, Orlando Florida, Florida Hotel & Conference Center, 5 attendees X 265.00 each=$1,325.00 Conscious Discipline 2 day conference, The Roadmap to a Sustainable Conscious Discipline Practice- December 1-2, 2023, Orlando Florida- Registration Fee- 5 attendees X 699 each=$3,495.00- to exceed $11,925.50			
	5100	330	0042 - Beta	UniSIG		$7,000.00
			Notes: Field Trips to support instructional activities and engage students in various learning experiences in instructional areas of History, Science and STEM and to include entrance fees, workshops and transportation- Sea Life Aquarium -30 Students x $34.00 per ticket= $1,049.70 Orange Regional History Cent- 30 students X $15.00 per ticket = $450.00 Orlando Science Center- 30 Students X $22.00 per ticket= $660.00 WonderWorks – 30 Students X $30.00 per ticket=$900.00 Transportation- Orange County School Buses@ $971.00 per bus X 4 trips= $3,884.00- Not to exceed $7,000.00			
2	III.B.	**Area of Focus: Graduation: Graduation**				**$0.00**
					Total:	**$46,378.00**

Budget Approval

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

No