Silver Pines Academy K 12 Learning Center School

2023-24

Schoolwide Improvement Plan (SIP)

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Silver Pines Academy K 12 Learning Center

1906 MATTERHORN ROAD, Orlando, FL 32818

https://gateway.ocps.net/

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 an enriching and diverse pathways that 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
Damers, Agustin	Principal	Job Goal: To lead and manage the total school operation including its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. Leadership and Management of Curriculum and Instruction, Behavior Modification • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-throughs on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, FaculJob Goal: To lead and manage the total school operation to include its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. Leadership and Management of Curriculum and Instruction, Behavior Modification • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-throughs on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, and Faculty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate, and enforce district and state directives, policies, and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee the development, implementation, and supervision of a school-wide behavior modification program. • Lead implementation and revisions of the school-wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office Staff. • Attend mandatory district meetings. • Collect, analyze, interpret, and share data relating to student academic and behavioral performance and staff development needs for continuous

Name	Position Title	Job Duties and Responsibilities
		improvement. Management of School Operations • Manage all operations and functions consistent with district policies and procedures. • Interview and hire all qualified staff. • Provide resources (personnel, materials, equipment, space and etc.) to support the program of studies and the program of activities. • Assign all staff duties and responsibilities. • Approve extended leave requests. • Design and implement campus supervision plan. • Develop, implement, and manage a property control system. • Manage school budget and supervise the spending of school funds. • Supervise front office personnel and operations. • Oversee attendance and registration. • Supervise intercom usage (Coordinate, facilitate and supervise school-wide announcements). • Supervise SRO and uniformed security officers and safety procedures. • Supervise the lunch program. • Approve all field trips and school assemblies/activities. • Visit all areas of the school including classrooms regularly. • Assist with morning and afternoon announcements. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.) ty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate, and enforce district and state directives, policies, and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee the development, implementation, and supervision of a school-wide behavior modification program. • Lead implementation and revisions of the school-wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office Staff. • Attend mandatory district meetings. • Collect, analyze, interpret, and share data relating to student academic and

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Brown, Denine	Assistant Principal	Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher's lesson plans and provide feedback. • Manage absences and substitutes for assigned staff. • Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report, and meeting schedules for the Staffing Specialist. • Facilitate the development of the School Improvement Plan, School Safety Plan, and Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress

Name	Position Title	Job Duties and Responsibilities
		checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret, and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal.
Martucci, Michael	Assistant Principal	Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher's lesson plans and provide feedback. • Manage absences and substitutes for assigned staff. • Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report, and meeting schedules for the Staffing Specialist.

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		• Facilitate the development of the School Improvement Plan, School Safety Plan, and Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret, and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal.
Owens, Matthew	Curriculum Resource Teacher	Job Goal: To assist the Principal with providing information on student academic performance, prior history of academic data, and materials needed to support the student's academic growth, and facilitates and coordinates professional development to meet all student needs.
Williams , Shavonne	Behavior Specialist	Job Goal: Attend educational planning meetings as requested and provide consultation. Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Monitor student behavior through classroom observations, and documents, and develop plans for repetitive behavior exhibited by students • Develop FBA based on student records and classroom observations. • Collaborate with the Student Support Team and when applicable with the district Certified Behavior Analyst (CBA)

Name	Position Title	Job Duties and Responsibilities
		to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based on instructional guidelines. • Define and publish the meaning of each positive behavior support program and incentive. • Provide positive interventions for all students. • Implement school-wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support to the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade-level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and the state on a consistent basis.
Horton-Harris, Nicole	Behavior Specialist	Job Goal: Attend educational planning meetings as requested and provide consultation. Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Monitor student behavior through classroom observations, and documents, and develop plans for repetitive

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		behavior exhibited by students • Develop FBA based on student records and classroom observations. • Collaborate with the Student Support Team and when applicable with the district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based on instructional guidelines. • Define and publish the meaning of each positive behavior support program and incentive. • Provide positive interventions for all students. • Implement school-wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support to the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade-level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and the state on a consistent basis.
Brown , DeeNene	Dean	Ms. Brown currently serves as the High School Administrative Dean. Her job duties and responsibilities include the following: • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students

Name	Position Title	Job Duties and Responsibilities
		• Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce the OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one-on-one positive interaction with students to assist with academic and social concerns at time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Torres , Edwin	Dean	Mr. Torres currently serves as the Middle School Dean. His job duties and responsibilities include the following: • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior

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		updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce the OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist with academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Drye, Ronald	Dean	Mr.Drye currently serves as the Elementary School Dean. His job duties and responsibilities include the following: • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students.

Name	Position Title	Job Duties and Responsibilities
		• Supervise restraints and assist when needed. • Enforce the OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist with academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Gillies, Marlene	Instructional Coach	Job Goal: To provide information regarding instruction in the core classes, and collaborates with teachers regarding best practices in curriculum, instruction, and assessment. Facilitates Professional Learning Community meetings to ensure instructional decisions are data-based and student outcomes are clearly defined • Monitor lesson plans and ensure that the state and district content standards are the foundation of instruction on all lesson plans and within the classrooms. • Monitor and assist teachers with the development of daily, weekly, and unit lesson plans and provide actionable feedback on lesson plans. • Monitor and assist teachers with assessing problem areas in curriculum and instruction and with finding and implementing appropriate solutions. • Monitor instructional practices through actual classroom visitations and weekly create monitoring logs. • Maintain a weekly coaching cycle log. • Work with teachers to assist them with their Common Board Configurations,

Name	Position Title	Job Duties and Responsibilities
		and monitor and assist with deconstructing the standards. • Work with classroom teachers to develop specific strategies for implementing district and school-based approved technology into the instructional program, and monitor the effectiveness of this integration. • Provide on-site assistance for teachers to create different forms of learning and teaching with the help of technology, and monitor the teachers to ensure that the forms of different learning are being integrated. • Improve student learning by showing teachers the application and best practices of new technology tools, and model the utilization of these technology tools (SmartBoard) and resources. • Assist teachers with the usage of Canvas. • Assist teachers with the development, implementation, and monitoring of Deliberate Practice Plans. • Manage all instructional equipment and maintain a database of materials checked out by teachers.
Major-Barnes , Jurene	Reading Coach	Mrs. Major Barnes currently serves as the Secondary Reading Coach and oversees the Reading and high school English Department (iReady Reading, Reading Plus, Writing Plan). • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation). • Responsible for providing professional development in the assessment of literary strategies and scientifically research-based intervention through workshops, and coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with the principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/training offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/training as deemed appropriate with administration, teachers, testing coordinators, and CRTs. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans.

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		• Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Brancato, Marie	Reading Coach	Mrs. Major Barnes currently serves as the Secondary Reading Coach and oversees the Reading and high school English Department (iReady Reading, Reading Plus, Writing Plan). • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation). • Responsible for providing professional development in the assessment of literary strategies and scientifically research-based intervention through workshops, and coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with the principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/training offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/training as deemed appropriate with administration, teachers, testing coordinators, and CRTs. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans. • Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a

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		team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Sanchez , Teresa	Staffing Specialist	Job Goal: To participate in student data collection, and integrates core instruction, materials, and activities into Tier II and III instruction, classroom interventions, and student goal achievement. • Ensures state compliance with student Individual Education Plans and coordinated services. • Responsible for coordinating the staffing and educational planning process at the local school. • Serve as the designee in ESE meetings.
Nowling, Angela	Staffing Specialist	Job Goal: To participate in student data collection, and integrates core instruction, materials, and activities into Tier II and III instruction, classroom interventions, and student goal achievement. • Ensures state compliance with student Individual Education Plans and coordinated services. • Responsible for coordinating the staffing and educational planning process at the local school. • Serve as the designee in ESE meetings.
Beller, James	School Counselor	• Mr. Beller currently serves as a Licensed Mental Health Counselor and oversees the Mental Health and Social Work Department (Baker Act Re-entry, Threat Assessments, SW Interns)Completes all school data and reports required by OCPS and SB7026 • To conduct individual and small group counseling for academic and SEL • To disaggregate, and analyze state and district assessment • Provide CTE options • Support Transition services • Monitor grade/transcript accuracy • Meet quarterly with students and parents for monitoring grades • To know, implement and participate in individual/family/school crisis intervention • To conduct professional development for school staff as needed in regard to school counseling. • To provide academic support, including organizational, study, and test-taking skills. • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Conduct individual and group counseling sessions • To teach students goal-setting and decision-making skills.

Name	Position Title	Job Duties and Responsibilities
		• To provide students with career awareness, exploration, and planning. • To help students understand themselves and others. • To assist students in peer relationships, coping strategies, and the use of effective social skills. • To give students appropriate communication skills, problem-solving techniques, and conflict-resolution strategies. • To provide bullying awareness, substance abuse, and character education. • To help students with their own individual student planning. • To collaborate with the following stakeholders about these specific topics: For Parents: Parent Education Communication/Networking Academic Planning College/Career Awareness Programs One-on-one Parent Conferencing Interpretation of Assessment Results For Teachers: Classroom Guidance Activities (including bullying awareness, abuse, self-control, and growth mindsets) Academic Support At-Risk Student Identification and Early Warning Indicators Plus Interventions to Provide Student Success For Administrators: School Climate Behavioral Management Plans

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 advisory council will assist by providing input into the implementation of the areas of focus. The SAC consists of school leadership team members, teachers, school staff, parents, community partners and students.

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))

The SIP will continuously be monitored by the school leadership team and reviewed with the SAC to ensure that we are on track to meet our goals for student growth and achievement. The leadership team will meet on a weekly basis to discuss progress and will report out to the SAC at the scheduled meetings throughout the year.

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-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	75%
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)	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: MAINTAINING 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	3	3	2	6	5	19
One or more suspensions	0	1	0	3	5	4	5	8	4	30
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	0	1
Course failure in Math	0	0	0	0	0	0	0	2	3	5
Level 1 on statewide ELA assessment	0	0	0	1	4	2	4	6	6	23
Level 1 on statewide Math assessment	0	0	0	1	5	3	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	3	4	0	0	0	0	7

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	3	5	4	4	7	6	29

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	1	0	0	0	0	2	3
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	3	2	3	5	7	9	45
One or more suspensions	0	0	0	6	2	2	5	5	7	37
Course failure in ELA	0	0	0	1	1	0	3	2	1	13
Course failure in Math	0	0	0	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	0	0	0	2	1	3	16
Level 1 on statewide Math assessment	0	0	0	1	1	0	2	1	4	22
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	3	2	2	6	5	9	44

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	3	2	3	5	7	9	29
One or more suspensions	0	0	0	6	2	2	5	5	7	27
Course failure in ELA	0	0	0	1	1	0	3	2	1	8
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	2	1	3	6
Level 1 on statewide Math assessment	0	0	0	1	1	0	2	1	4	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	3	2	2	6	5	9	27

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*	5	56	53	4	57	55	0		
ELA Learning Gains				25			27		
ELA Lowest 25th Percentile									
Math Achievement*	6	59	55	6	41	42	0		
Math Learning Gains				9			30		
Math Lowest 25th Percentile									
Science Achievement*	8	56	52		57	54			
Social Studies Achievement*		68	68	0	63	59			
Middle School Acceleration		74	70		52	51			
Graduation Rate		82	74	0	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	6
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	19
Total Components for the Federal Index	3
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	7

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	44
Total Components for the Federal Index	6
Percent Tested	80
Graduation Rate	0

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	6	Yes	4	4
ELL				
AMI				
ASN				
BLK	6	Yes	4	4
HSP				
MUL				
PAC				
WHT				
FRL	6	Yes	4	4

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	10	Yes	3	3
ELL				
AMI				
ASN				
BLK	11	Yes	3	3
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	10	Yes	3	3

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	5			6			8					
SWD	5			6			8				3	
ELL												
AMI												
ASN												
BLK	5			6							2	
HSP												
MUL												
PAC												
WHT												
FRL	5			6			8				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	4	25		6	9			0		0		
SWD	5	25		9	9					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	8			14								
HSP												
MUL												
PAC												
WHT												
FRL	7			13								

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	0	27		0	30							
SWD	0	27		0	30							
ELL												
AMI												
ASN												
BLK	0			0								
HSP												
MUL												
PAC												
WHT												
FRL	0			0								

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%	*
05	2023 - Spring	*	54%	*	54%	*

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	*	45%	*	47%	*
08	2023 - Spring	0%	46%	-46%	47%	-47%
09	2023 - Spring	*	46%	*	48%	*
04	2023 - Spring	*	60%	*	58%	*
06	2023 - Spring	*	44%	*	47%	*
03	2023 - Spring	*	52%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	53%	*	54%	*
07	2023 - Spring	*	38%	*	48%	*
03	2023 - Spring	*	59%	*	59%	*
04	2023 - Spring	*	62%	*	61%	*
08	2023 - Spring	*	58%	*	55%	*
05	2023 - Spring	*	55%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	50%	*	44%	*
05	2023 - Spring	*	59%	*	51%	*

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	9%	61%	-52%	66%	-57%

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.

With 2-year comparative data scores from students who took the FSA and then the FAST, ELA proficiency was at 3% and learning gains was at 26%, so ELA showed the lowest performance. Attendance and behaviors were contributing factors. Scaffolding and differentiation of instruction are needed to close the achievement gaps. Last year we had 25% of senior that graduated (1 out of 4).

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

With 2-year comparative data scores from students who took the FSA and then the FAST, ELA proficiency was at 3% and learning gains was at 26%, compared to 4% proficiency and 25% learning gains last year. Attendance and behaviors were contributing factors. Scaffolding and differentiation of instruction are needed to close the achievement gaps.

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.

With 2-year comparative data scores from students who took the FSA and then the FAST, ELA proficiency was at 3% which compared to the state average of 52% is our greatest gap. Attendance and behaviors were contributing factors. Scaffolding and differentiation of instruction are needed to close the achievement gaps.

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

Math learning gains went from 9% to 26%. We had a focus on math intervention which entailed building teacher capacity by enhanced professional development opportunities for staff. This led to the growth in our students.

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

Suspensions and ELA proficiency.

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

1. Building proficiency in ELA
2. Building proficiency in Math
3. Decreasing suspensions
4. Increasing Graduation Rate

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 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.

There were three student subgroups below 41% proficiency. Those subgroups are Black/African American, economically disadvantaged, and students with disabilities. Students in these subgroups often struggle with learning and achieving in school. With life skill learning in place, these identified students will continue to fall further behind. Many of these students are also experiencing some form of adverse childhood experiences (ACE) and this coupled with their lack of Life Skills and coping strategies puts them at a further disadvantage. Life Skills learning teaches young students how to cope with everyday disappointments as well as the deep cuts of trauma.

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

The current panorama survey data states that 52% of students were able to manage their emotions, thoughts, and behaviors in different situations. During the 2023 school year, we would like to see at least a 20% increase resulting in 70% of our students being able to manage their emotions, thoughts, and behaviors in different situations.

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

We will be using frequent progress monitoring of our students' attendance, discipline, and academic data to address this focus area. In addition, we will be using ongoing professional development to build our faculty's expertise in social-emotional learning as well as incorporating Life Skills strategies weekly in specific classes to make certain that all of our students receive appropriate support.

Person responsible for monitoring outcome:
Agustin Damers (agustin.damers@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.)

The evidence-based strategy that is being implemented for this area of focus is the Collaborative for Academic, Social, and Emotional Learning (CASEL).

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

The rationale for selecting this strategy is because of the dynamics of the students at Silver Pines Academy. The school is 100% ESE and every student on campus has a Behavior Intervention Plan. Every student on campus suffers from some form of ACE/Trauma coupled with some form of behavior and/or mental health disability.

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

#2. 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.

Silver Pines Academy is 100% students with disabilities. FAST data showed that only 3% percent of students were proficient in ELA. This focus area addresses the priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American, economically disadvantaged, and students with disabilities. Students in these subgroups often struggle with learning and achieving in school. This was a contributing factor as to why we had a 25% graduation rate.

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

Silver Pines will increase proficiency to 10% by utilizing alternate means and supplemental programs to bolster the curriculum. These will include using our resource teachers to provide academic support and using our Student Support Staff to address any behavioral needs. We will look to increase parental support by having continuous communication to ensure students are consistently present on campus. We will utilize MTSS Tier intervention support based on student data. Additionally, we will enhance teacher capacity by providing frequent Professional Development opportunities. These actions will contribute to students building capacity thus raising our graduation rate.

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

Our plan will include providing alternate means and supplemental programs to bolster the curriculum. These will include using our interventionists to provide academic support and using our Student Support Staff to address any behavioral needs. We will look to increase parental support by having continuous communication to ensure students are consistently present on campus. We will utilize MTSS Tier intervention support based on student data. Additionally, we will enhance teacher capacity by providing frequent Professional Development opportunities. Seniors will be monitored on a weekly basis to ensure that they are on track for graduation.

Person responsible for monitoring outcome:

Denine Brown (denine.brown@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.)

We will be using the Multi-Tiered Support System (MTSS) and through interventions to include push-in and pull-out support in targeted classrooms.

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

The Multi-Tiered Support System allows us to provide differentiated instruction for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all of their classes.

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

Utilize a resource teacher to assist the curriculum team in conducting weekly classroom observations for instructional best practices. Teachers will be given actionable feedback to help them build capacity to strengthen instructional skills.

Person Responsible: Marlene Gillies (marlene.gillies@ocps.net)

By When: Weekly throughout the year

Provide PD for teachers on how to retrieve and utilize data. Teachers will be trained on how to use assessment data to drive differentiated student instruction.

Person Responsible: Marlene Gillies (marlene.gillies@ocps.net)

By When: Continuous throughout the school year.

Provide data points for teachers by reviewing and analyzing data from multiple sources (FAST-for baseline data), CRMs, PMs, PLC-created assessments, Reading Plus, Khan Academy, and the testing requirements to include FAST. The instructional coach and CRT will provide teachers with these various sources to teachers to help them develop differentiated instruction for students.

Person Responsible: Matthew Owens (matthew.owens@ocps.net)

By When: Continuous throughout the 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).

Silver Pines Academy is 100% students with disabilities. FAST data showed that only 3% percent of students were proficient in ELA. This focus area addresses the priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American, economically disadvantaged, and students with disabilities. Students in these subgroups often struggle with learning and achieving in school. In order to address this need, Silver Pines will use the unisig money to assist in the purchase of resource teacher to assist the curriculum team in providing assistance to teachers and students in the form of professional development, monitoring of student progress and assisting with small group instruction as an intervention to build student capacity.

Title I Requirements

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.

All stakeholders will be able to access the school website at https://silverpinesacademy.ocps.net/ as one form of dissemination. Other forms of dissemination will be through parent workshops led by our parent liaison, through school advisory meetings and through connect Ed messages that go out to all stakeholders via email, text and phone message.

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))

Through parent workshops led by our parent liaison, through school advisory meetings and through connect Ed messages that go out to all stakeholders via email, text and phone message.

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)

Silver Pines Academy is 100% students with disabilities. FAST data showed that only 3% percent of students were proficient in ELA. This focus area addresses the priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American, economically disadvantaged, and students with disabilities. Students in these subgroups often struggle with learning and achieving in school.
Silver Pines will increase proficiency to 10% by utilizing alternate means and supplemental programs to bolster the curriculum. These will include using our resource teachers to provide academic support and using our Student Support Staff to address any behavioral needs. We will look to increase parental support by having continuous communication to ensure students are consistently present on campus. We will utilize MTSS Tier intervention support based on student data. Additionally, we will enhance teacher capacity by providing frequent Professional Development opportunities.
Our plan will include providing alternate means and supplemental programs to bolster the curriculum. These will include using our interventionists to provide academic support and using our Student Support Staff to address any behavioral needs. We will look to increase parental support by having continuous communication to ensure students are consistently present on campus. We will utilize MTSS Tier intervention support based on student data. Additionally, we will enhance teacher capacity by providing frequent Professional Development opportunities.

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))

Silver Pines Academy is 100% students with disabilities. FAST data showed that only 3% percent of students were proficient in ELA. This focus area addresses the priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American, economically disadvantaged, and students with disabilities. Students in these subgroups often struggle with learning and achieving in school. In order to address this need, Silver Pines will use the

unisig money to assist in the purchase of resource teacher to assist the curriculum team in providing assistance to teachers and students in the form professional development, monitoring of student progress and assisting with small group instruction as an intervention to build student capacity.

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))

As a 100% SWD school all student receive IEP counseling in addition to social emotional learning instruction given by an ESE certified teacher or counselor to provide continuous support to all students.

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))

Silver Pines academy offers CTE classes in health, consumer science and industrial arts to help students develop skills to help them as they enter the workforce.

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).

Silver Pines Academy utilizes a tiered intervention program that allows students to move up levels as they meet individualized behavioral goals. This is monitored through the HERO software program which is where staff input daily behavioral data so that it can be analyzed and acted upon by behavior specialists and the schools behavior analyst.

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))

The schools behavior analyst will continually monitor students behavioral data and develop behavioral trainings for staff based on the what the data shows.

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

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: Early Warning System**	**$0.00**

2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$46,378.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	0591 - Silver Pines Academy K 12 Learning Center	UniSIG	0.5	$28,612.00
			Notes: Certified Instructional Personnel - Salary for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	210	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$3,882.65
			Notes: Retirement Benefits for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	220	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$2,188.89
			Notes: Social Security Benefits for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	231	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$4,644.50
			Notes: Health Insurance for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	232	0591 - Silver Pines Academy K 12 Learning Center			$20.20
			Notes: Life Insurance for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	240	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$101.38
			Notes: Workers Compensation for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	250	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$12.01
			Notes: Unemployment Compensation for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	290	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$765.37
			Notes: Additional Employee Benefits for Resource teacher for intervention in the classroom supporting grade levels 3 - 10 during reading and math and tier 3 interventions.			
	5100	510	0591 - Silver Pines Academy K 12 Learning Center	UniSIG		$6,151.00
			Notes: Allowable classroom supplies not to exceed $6,151.00-Paper, pencils, post-its, markers, folders, composition books, dividers, dry erase markers, dry erase board.			
					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