Pepin Academies Of Pasco County School

2023-24

Schoolwide Improvement Plan (SIP)

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Pepin Academies Of Pasco County

7710 OSTEEN RD, New Port Richey, FL 34653

http://pasco.pepinacademies.com/

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.

Empowering students with learning disabilities to maximize their potential in a positive therapeutic educational environment.

Provide the school's vision statement.

To prepare students to meet the academic, social and emotional challenges encountered in everyday life and prepare them for a successful transition to middle, high school and post-secondary opportunities.

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
Burns, Katherine	Principal	The principal has the ultimate responsibility to ensure the action steps outlined in the plan are completed and the goals of the plan are obtained.

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.

Stakeholders impressions were determined based upon survey data. School Improvement Team made up of staff, parents, and students worked together to develop the plan.

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))

Data Teams/MTSS meetings are held monthly and SIP goals are reviewed. Data collection is on-going and SIP plan can be revised if deemed necessary.

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 03-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	32%
2022-23 Economically Disadvantaged (FRL) Rate	69%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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	5	6	7	17	17	13	65
One or more suspensions	0	0	0	2	1	3	7	11	9	33
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	0	2	3
Course failure in Math	0	0	0	0	0	0	4	1	1	6
Level 1 on statewide ELA assessment	0	0	0	9	9	14	38	24	25	119
Level 1 on statewide Math assessment	0	0	0	9	10	15	37	26	26	123
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	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	5	6	8	19	18	18	74

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	8	1	0	0	0	1	10
Students retained two or more times	0	0	0	0	0	1	0	1	1	3

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level	Total
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0	
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA 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*	11	58	53	12	60	55	9		
ELA Learning Gains				30			26		
ELA Lowest 25th Percentile				31			45		
Math Achievement*	12	62	55	10	40	42	14		
Math Learning Gains				34			30		
Math Lowest 25th Percentile				43			38		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	18	59	52	13	60	54	15		
Social Studies Achievement*	24	79	68	28	60	59	21		
Middle School Acceleration		64	70		49	51			
Graduation Rate	88	80	74	79	50	50	76		
College and Career Acceleration	0	55	53	0	76	70	0		
ELP Progress		53	55		67	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	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	153
Total Components for the Federal Index	7
Percent Tested	98
Graduation Rate	88

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	280
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	79

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	22	Yes	4	4
ELL				
AMI				
ASN				
BLK	20	Yes	1	1
HSP	12	Yes	4	4
MUL	20	Yes	2	2
PAC				
WHT	25	Yes	4	2
FRL	21	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	28	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP	25	Yes	3	3
MUL	14	Yes	1	1
PAC				
WHT	28	Yes	3	1
FRL	28	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	11			12			18	24		88	0	
SWD	11			12			18	24		0	7	
ELL												
AMI												
ASN												
BLK				20							1	
HSP	12			16			9				3	
MUL	20			19							2	
PAC												
WHT	9			10			17	26		0	6	
FRL	10			13			20	24		0	7	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	12	30	31	10	34	43	13	28		79	0	
SWD	12	30	31	10	34	43	13	28		79	0	
ELL												
AMI												
ASN												
BLK												
HSP	13	43		10	41		13	28				
MUL	18			10								
PAC												
WHT	12	27	25	9	32	44	14	28		85	0	
FRL	11	30	35	10	33	46	11	26		73	0	

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	9	26	45	14	30	38	15	21		76	0	
SWD	9	26	45	14	30	38	15	21		74	0	
ELL												

| **2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK												
HSP	10	29	45	19	33			17				
MUL	0	10		0								
PAC												
WHT	10	27	52	13	31	41	19	22		80	0	
FRL	10	28	48	15	31	33	17	20		60		

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	0%	51%	-51%	50%	-50%
05	2023 - Spring	0%	51%	-51%	54%	-54%
07	2023 - Spring	14%	48%	-34%	47%	-33%
08	2023 - Spring	7%	46%	-39%	47%	-40%
09	2023 - Spring	6%	48%	-42%	48%	-42%
04	2023 - Spring	0%	55%	-55%	58%	-58%
06	2023 - Spring	0%	46%	-46%	47%	-47%
03	2023 - Spring	*	48%	*	50%	*

| **MATH** | | | | | | |
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	3%	54%	-51%	54%	-51%
07	2023 - Spring	10%	48%	-38%	48%	-38%
03	2023 - Spring	*	50%	*	59%	*
04	2023 - Spring	*	54%	*	61%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	4%	67%	-63%	55%	-51%
05	2023 - Spring	6%	52%	-46%	55%	-49%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	0%	46%	-46%	44%	-44%
05	2023 - Spring	7%	49%	-42%	51%	-44%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	50%	-43%	50%	-43%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	49%	-49%	48%	-48%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	65%	-57%	63%	-55%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	29%	70%	-41%	66%	-37%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	19%	65%	-46%	63%	-44%

III. Planning for Improvement

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students come to us scoring well below grade level in all areas in order to be considered for our learning program. ELA and Math are both well below expected levels. Using school wide iReady progress monitoring data, twenty-five percent (35/140) of students in grades 3-8 met their typical growth score. Individual grade level typical growth scores: Grade 3-15%, Grade 4- 46%, Grade 5-31%, Grade 6 -18%, Grade 7 -30% and Grade 8 -20%.

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

Student ELA ESSA scores had declined from 2019 comparison data however while still below expected levels Math scores showed an improvement. iReady and Ready Reading curriculum was adopted in the 2021 school year.

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.

Students at the school score significantly below grade level groups in most areas as in order to be eligible for our school, the students must be functioning at significantly below grade level and require a more restrictive educational environment than the "regular" school setting can provide . A direct comparison cannot be made because there is no comparison data for the subgroup of SWD at the school to subgroup SWD at the state level.

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

State assessment data showed slight improvement in the area of Math. School continued intensive support in both reading and math with additional afterschool and summer tutoring as well. However, school level goals in math using iReady and iXL assessments were not met. Twenty-three percent of students in grades 3-8 met their typical growth goals. Individual grade level typical growth scores were: Grade 3 – 15%, Grade 4- 0%, Grade 5- 46%, Grade 6 13%, Grade 7 -33%, Grade 8- 28%.

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

Number of students scoring Level 1 in both Reading and Math on state assessments continues to be an ongoing focus and area of concern. In addition, the number of students suspended is a concern. Any instructional time lost due to exclusionary disciplinary practices such as in or out of school suspension can impact students with disabilities.

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

Improved Reading Assessment scores
Improved Math Assessment Scores
Improved Attendance
Improved School Climate and Environment

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

#1. Instructional Practice specifically relating to ELA

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

All students at Pepin Academies Pasco are identified as students with disabilities. In order to be appropriate for our setting they must score at least two grade levels below their expected grade level and have needs in the areas of independent functioning, communication and social or behavioral functioning. Through our unique therapeutic learning environment, our students traditionally make incremental gains in all areas of need. Student performance on state assessment continues to be a challenge for our students, making small incremental improvements within level ranges.

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

Reading/ELA Goals for all SWD students including subgroups of Black, Hispanic, ELL:
1. By May 2024, using intensive, explicit instruction in reading strategies and remediation, 35% of students in grades 3-8 will meet their typical growth goal measured by i-Ready progress monitoring.
2. By May 2024, using intensive, explicit instruction in reading strategies and remediation, 50% of access students in grades 3-8 will meet their typical growth goal measured by i-Ready progress monitoring.
3. By May 2024, through intensive, explicit instruction 50% or more of all students in grades 9-12 will increase their scaled score by at least 100 points using IXL reading assessments.
4. By May 2024, through intensive, explicit instruction 25% of access students will increase their scaled score by at least 100 points.
5. By May 2024, using the school-wide Write Score assessment data, students in grades 3-12 will increase their pass rate from 25% to 35%.

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

Goals will be monitoring through monthly MTSS meetings.

Person responsible for monitoring outcome:

Katherine Burns (kburns@theacademies.us)

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.)

1. Use of research-based curriculum, iReady and IXL, for intensive reading instruction.
2. Data driven intervention strategy support
3. Extended day tutoring program in the areas of both Reading using Read Naturally curriculum.

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

Reseach supports the intensification of reading instruction for students with disabilities as well as subgroups within that subgroup, through utilization of research-based curriculum emphasizing the Science of Reading and Language.

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

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

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.

Continue to conduct MTSS and Data Team meetings monthly, using data to drive instruction.

Person Responsible: Katherine Burns (kburns@theacademies.us)

By When: Ongoing

Pepin Academies will hire 2 Intensive Reading Teachers for Middle School and High School students. This will support the needs of PAP level one students. This position will allow for the intensive reading classes to have a reduced class size, allowing for more focused attention to these students and support the ELA goals outlined above.

Person Responsible: Katherine Burns (kburns@theacademies.us)

By When: Ongoing

#2. 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.

Promote, facilitate, and enhance increased parent participation and involvement in school activities.

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

1) Initiate monthly Parent Advisory Committee to improve parent input in issues related to the school.
2) Increase parent membership in the school parent/teacher organization by 25%.

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

1) Agendas, sign in sheets, and minutes from monthly Parent Advisory Committee meetings.
2) Membership records for Pepin FIRST parent/teacher organization

Person responsible for monitoring outcome:

Katherine Burns (kburns@theacademies.us)

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.)

1) Provide adequate and welcoming spaces to engage families
2) Establish policies and procedures that promote family engagement
3) Frequent and intentional parent communication
4) Help and support families with their basic needs

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

Specific strategies are recommended by the 21st Century Community Learning Initiative.

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 3 - Promising 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.

Continue to conduct family friendly events that bring families on campus.

Person Responsible: Katherine Burns (kburns@theacademies.us)

By When: Ongoing

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).

Reviewing school improvement funding allocations and ensuring that resources are allocated based on needs involves a systematic process that aims to maximize the impact of the funds on student achievement and school improvement. This involves ongoing assessment and date analysis throughout the school year which will set the priorities and critical needs in order to meet stated goals and objectives. Input will be gathered from stakeholders through surveys to determine areas that need improvement and potential interventions or strategies that could address those needs. Once these needs are determined, resources will be identified to address the identified needs. Funds will be allocated for prioritized need and directed to the areas where they will have the greatest impact on student learning and school improvement.

The calendar, instructional minutes, teacher certification, etc. are all board approved and monitored by our LEA/Authorizing District as well as the Charter School's own board.

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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.

www.pepinacademies.com
Pepin Academies Pasco will take the following measures to promote and support parents and family members as an important foundation of the school. In order to strengthen the school and reach our school goals. We will:

? Help parents understand standards, achievement levels of state and local assessments.
? Help parents to understand how to monitor their child's progress and work with education.
? Build the capacity of school personnel in order to engage families and work together to reach our goals.
? Coordinate and integrate Parent engagement programs with other Federal, State, and local programs.
? Communicate with families in their native language and in an understandable format.
? Parents can request support at any time and suggest parent engagement activities by contacting the school at 727-264-6497 or kburns@theacademies
? Commit to and support continued parent engagement.

In addition to including all information on the school's website, all information is sent out to parents through email, and available in hard copy in the school's main office. Information is additionally included

in the school's Title 1 newsletter which is disseminated to parents on a monthly basis. The school presents all information at their mandatory annual Title 1 meeting which is held on campus. A virtual version of the meeting is also sent out to parents.

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))

www.pepinacademies.com
Pepin Academies Pasco believes that family engagement means the participation of parents and family members in regular two-way, meaningful communication involving student academic learning and other school activities, including ensuring that:
? Parents play an integral role in assisting their child's learning.
? Parents are encouraged to be actively involved in their child's education at school.
? Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

In addition to including all information on the school's website, all information is sent out to parents through email, and available in hard copy in the school's main office. Information is additionally included in the school's Title 1 newsletter which is disseminated to parents on a monthly basis. The school presents all information at their mandatory annual Title 1 meeting which is held on campus. A virtual version of the meeting is also sent out to parents.

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)

Employee Media Specialist- Research has consistently demonstrated that students score an average of 10-20% higher on reading tests when their school has a strong library media program. This effect holds, regardless of other school conditions such as student-teacher ratio, overall, per-pupil spending, student demographics and community socio-economic conditions. Furthermore, qualitative research shows that the relationship is causal: Effective library media programs directly contribute to higher student achievement. Pepin Academies will hire a certified media specialist who is (or willing to obtain) ESE certification. The media specialist will support improved academic achievement initiatives by 1) integrating literacy instruction with subject area curriculum, 2) through direct instruction (pull in/push out) of informational literacy on a regular basis (schedule to be determined upon hiring of media specialist), 3) will work collaboratively with classroom teachers to support and enhance subject area curriculum.

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))

Because Pepin Academies Pasco is a school for only students with disabilities, all plans are developed to ensure compliance under IDEA as well as any other applicable programs specific to students with disabilities.

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))

Pepin Academies Pasco is a fully therapeutic learning environment and employs two full time mental health counselors, a behavioral specialist, a behavior assistant, as well as a guidance counselor. Mental Health counselors are fully involved in ensuring the students receive the mental health support they require.

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))

Pepin Academies Pasco employs a guidance counselor who works directly with students to help them facilitate their post-high school educational options. Pepin Academies Pasco additionally offers a Transition Program that is a comprehensive individualized program of vocationally based training for young adults, ages 18-22, who have learning or learning-related disabilities. With deferment of a high school diploma, our Transition Program provides life and job training skills through hands-on experiences to explore various career pathways. This program is state funded and is provided at no cost to the student.

In addition to classroom and community-based instruction for career exploration, we provide classes for social emotional functioning skills, self-determination and self-advocacy skills, employability, and independent functioning skills for adulthood. Various pre-vocational experiences allow our students to have real work training with ongoing support and supervision from our Job Coaches, ESE Teacher and Transition Director.

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).

The school utilizes a Multi-tiered System of Supports (MTSS) framework, that includes data-based problem-solving, utilizing student-centered response to instruction/intervention data to make educational decisions. Key elements of a multi-tiered system involve: 1) providing effective core instruction for all students; 2) administering high quality assessments to monitor progress and identify students and systems in need of intervention; 3) instructional use of a wide variety of complex texts to challenge student vocabulary and comprehension learning; and 4) designing and implementing interventions that are matched to student needs.

MTSS teams meet monthly to monitor student gains and determine any additional supports or recourses required to ensure increased student performance.

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))

Professional development will be provided to instructional staff to support them in providing high-quality standards-based instruction. Student learning is determined based upon the attainment of these standards as demonstrated by performance on the F.A.S.T. The school is committed to providing high quality professional development on effective teaching practices to our teachers, paraprofessionals and other school personnel.
Pepin Academies Pasco's teachers will meet or exceed expectations for certification, as required by

Chapter 1012 and Florida Statutes; teachers will be certified in the field in which they will be teaching. The school will comply with all teacher/paraprofessional certification requirements of the Federal Every Student Succeeds Act (ESSA). Parents and the community will be informed of the qualifications of teachers, in accordance with ESSA guidelines and Florida Statutes. Staff retention will focus on providing a nurturing and challenging environment and offering competitive salaries and benefits comparable to surrounding School districts. Staff members will also contribute to the planning and operation of the school, under the direction of the principal.

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))

N/A Pepin Academies services students in grades 3 to 12+.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	**Area of Focus: Instructional Practice: ELA**				$68,661.46
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	4328 - Pepin Academies Of Pasco County	UniSIG	1.5	$68,661.46
			Notes: Pepin Academies will hire 2 Intensive Reading Teachers for Middle School and High School students. This will support the needs of PAP level one students. This position will allow for the intensive reading classes to have a reduced class size, allowing for more focused attention to these students. The remainder of the salary will be covered with other funds, making this a full-time teaching position. The position will work a 196-day calendar and make approximately $32 per hour.			
2	III.B.	**Area of Focus: Positive Culture and Environment: Other**				$0.00
					Total:	$68,661.46

Budget Approval

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

No