Learning Academy Of Santa Rosa School

2023-24

Schoolwide Improvement Plan (SIP)

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Learning Academy Of Santa Rosa

5880 STEWART ST, Milton, FL 32570

http://www.lasr.us/

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/12/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The Learning Academy is a tuition-free, public charter school serving grades 6-12. The school was founded with purpose - to provide a small, personalized learning environment for all students. Through a unique, blended-learn approach and a truly passionate staff, we help students develop academically and personally to the highest level

Provide the school's vision statement.

Our vision at the Learning Academy is for all students to achieve growth in areas of their education, to include academic, socials and personal goals. The Learning Academy of Santa Rosa focuses on providing opportunities students to achieve greatness even under imperfect circumstances. We focus on providing a safe and caring environment where every child is valued and respected.

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 dropdow
Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the
leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Glover, Stephanie	Principal	It is the Principal's responsible for providing vision and leadership in administering safe, successful educational programs and services that promote each student's maximum ac[...] achievement. In this position the Principal will demonstrate effective and efficient leaders[...] initiative, cooperation with colleagues, supervisors and subordinates. It is the Principal's responsibility to ensure that each student enrolled receives appropriate educational servi[...] and is treated in a fair and equitable manner with respect and professionalism by all adults.
Sansom, Ray	Other	Mr. Sansom is Rader Group's Vice President for Administration and Professional Develo[...] The Radar Group oversees the Learning Academy of Santa Rosa. Mr. Sansom oversees [...] overall function of the school and leadership.
Styron, Rhonda	Registrar	The Registrar position is responsible for the smooth and efficient operation of the school's administrative office. The Registrar assures each student's record is accurate and comple[...] and that all policies and procedures are followed. This employee organizes, directs, and performs varied and complex clerical and secretarial work with confidentiality and sensitiv[...] this position, the Registrar will demonstrate leadership, initiative, and cooperation with colleagues and supervisors in order to accomplish the mission of this school.
McKinney, Wade	Dean	The Dean of Students position assists in implementing programs to assure the academic [...] behavioral progress of students. The Dean of Students helps to achieve the mission of th[...] school and the School Improvement goals while demonstrating leadership, initiative, and collaboration with colleagues and supervisors. This position acts as a resource to teache[...] their instructional practice, especially as it relates to issues of discipline, relationships with students, classroom management, and s[...] culture.

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 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.

Every year the Learning Academy reaches out to teachers, staff, parents, students and families through several methods, to include: school call outs, school publications, messages that are backpacked home, emails and thro[...] student planners. We have also worked to include this request in our initial open house to involve parents at that which has provided a little more success. In the different methods of reaching out to these individuals, we reques[...] parents, staff and the outside community to contact us to join our School Advisory Counsel. I have sent a draft of through email to all of the above to provide input and feedback for the development of the SIP. Finally, we include[...] advisory board for our school which includes former educators, business members and community leaders. They provided feedback for this.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achie[...] of students in meeting the State's academic standards, particularly for those students with the greatest achievem[...] gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114[...]

We will include our school-improvement plan when meeting with staff during our staff meetings to discuss the lea
gaps among our student populations with a focus on our Early Warning System students. We will revise this plan
needed after the new school advisory counsel is established. We will also reach out to our advisory board for our
to provide input.

Each semester the principal will meet with District leaders to include the Superintendent, Assistant Superintenden
Curriculum and Instruction, Grade Level Directors, Literacy/Math/Science Coordinators and the Director and
Coordinator of Continuous Improvement. The purpose of the meeting will be to review current state progress mor
data and to progress monitor the implementation of the School Improvement Strategies and Action Steps. Specifi
feedback will be provided and discussion will occur as to any barriers in applying the strategies of the plan.

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)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	88%
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)* White Students (WHT)* Economically Disadvantaged Students (F
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
each early warning indicator listed:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	0	0	0	0	0	0	3	16	35
One or more suspensions	0	0	0	0	0	0	3	13	29
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	3	12	27
Course failure in Math	0	0	0	0	0	0	3	5	13
Level 1 on statewide ELA assessment	0	0	0	0	0	0	4	13	33
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	13	28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	5	18	38

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	0	0	0	0	0	0	5	18	41

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	0	0	0	0	0	0	4	11	22
Students retained two or more times	0	0	0	0	0	0	4	9	14

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								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	0	0	0	0	0	0	2	9	13
One or more suspensions	0	0	0	0	0	0	0	2	0
Course failure in ELA	0	0	0	0	0	0	4	12	15
Course failure in Math	0	0	0	0	0	0	3	12	11
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	14	23
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	16	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	5	17	24

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	0	0	0	0	0	0	5	16	23

The number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	0	0	0	0	0	0	5	15	17
Students retained two or more times	0	0	0	0	0	0	3	8	11

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								
	K	1	2	3	4	5	6	7	8
Absent 10% or more days	0	0	0	0	0	0	2	9	13
One or more suspensions	0	0	0	0	0	0	0	2	0
Course failure in ELA	0	0	0	0	0	0	4	12	15
Course failure in Math	0	0	0	0	0	0	3	12	11
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	14	23
Level 1 on statewide Math assessment	0	0	0	0	0	0	3	16	21
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	5	17	24

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

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Students with two or more indicators	0	0	0	0	0	0	5	16	23

The number of students identified retained:

Indicator	Grade Level								
	K	1	2	3	4	5	6	7	8
Retained Students: Current Year	0	0	0	0	0	0	5	15	17
Students retained two or more times	0	0	0	0	0	0	3	8	11

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 (elemen
middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible student
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
removed from this publication.

Accountability Component	2023			2022			2021	
	School	District	State	School	District	State	School	District
ELA Achievement*	8	55	50	5	58	51	7	
ELA Learning Gains				32			20	
ELA Lowest 25th Percentile								
Math Achievement*	3	49	38	10	41	38	8	
Math Learning Gains				40			0	
Math Lowest 25th Percentile								
Science Achievement*	4	76	64	18	57	40	20	
Social Studies Achievement*	0	73	66	35	49	48	20	
Middle School Acceleration					40	44		
Graduation Rate	49	91	89	41	69	61	19	
College and Career Acceleration	6	66	65	7	74	67		
ELP Progress		57	45					

In cases where a school does not test 95% of students in a subject, the achievement component will be different in 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)	
OVERALL Federal Index – All Students	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

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

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	
Total Number of Subgroups Missing the Target	
Total Points Earned for the Federal Index	
Total Components for the Federal Index	
Percent Tested	
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	13	Yes	4	4
FRL	12	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	17	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				

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 Yea Subgroup is Below 32%
WHT	26	Yes	3	3
FRL	23	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 wa 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
All Students	8			3			4	0		49	6
SWD	0			0							3
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											
PAC											
WHT	10			5			5	0		8	6
FRL	8			4			4	0			5

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
All Students	5	32		10	40		18	35		41	7
SWD	0									33	
ELL											
AMI											
ASN											
BLK											
HSP											
MUL											

										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	
PAC												
WHT	8	33		19	38		30			43	10	
FRL	6	32		13	45		23	27		41	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	
All Students	7	20		8	0		20	20		19		
SWD												
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	5	8		7	0					17		
FRL	8	22		10	0					21		

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 percer 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	Scho State Compa
10	2023 - Spring	7%	55%	-48%	50%	-43
07	2023 - Spring	3%	54%	-51%	47%	-44
08	2023 - Spring	7%	56%	-49%	47%	-40
09	2023 - Spring	36%	55%	-19%	48%	-12
06	2023 - Spring	18%	55%	-37%	47%	-29

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	18%	63%	-45%	54%	-36%
07	2023 - Spring	7%	48%	-41%	48%	-41%
08	2023 - Spring	8%	76%	-68%	55%	-47%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	10%	58%	-48%	44%	-34%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	58%	-58%	50%	-50%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	55%	-47%	48%	-40%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	6%	73%	-67%	63%	-57%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	71%	-71%	66%	-66%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	70%	*	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 performance and discuss any trends.

The data component that showed the lowest performance is ELA Achievement. 5% of the students showed achievement and 32% showed learning gains. The students who are enrolled at the Learning Academy come fro traditional high schools as at-risk students who struggle both academically and behaviorally. Our students are ve meaning that they move in and out of our school due to being alternatively placed. Inconsistent student populatio continue to affect academic success. Being an alternative school comes with many challenges.

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

Both ELA achievement and science achievement showed a 2% drop from the previous year. Since the Learning Academy is an alternative school, we have students who come to us from the traditional setting with very many a indicators. With our attendance rate being extremely low, students are not attending and are missing valuable instruction. For both of these areas we had out-of-field teachers last school year. Tutoring was made available ar had and Intensive Reading interventionist to help close some of the gaps last school-year. Teachers were trained benchmark aligned instruction. Most of our students who enroll with us are already two years behind, therefore th continues to be a challenge.

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

Our Geometry students showed the greatest gap when compared to the state. We also had an out-of-field teache this position for at least two years, which I believe is the biggest contributing factor. The fact that teacher retentio are low across the state and the fact that we are an alternative school, it is difficult to hire qualified teachers who with the school.

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

The area with the greatest improvement was our graduation rate. We improved our graduation rate by 22%. Ther a focus through MTSS to assist these students in achieving graduation. We provided all students with a graduatio which helped them focus on what was needed to graduate.

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

The 8th grade group showed the highest level of EWS issues in all areas. This group was high in absenteeism ar had the highest level of deficiency in both reading and math.

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

1. Behavior intervention to include discipline and attendance so that emphasis can be placed on academics
2. ESSA students and their academic gaps
3. Improve graduation rate
4. Improve ELA proficiency scores

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

#1. Positive Culture and Environment specifically relating to Other

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

The Learning Academy will begin an initiative with a positive behavior intervention system. Due to being a school fo
risk students, discipline referrals and absentees tend to be higher among our students. Initiating a positive behavio
program will help focus students on behaviors which will be positive and invoke cultural change as well as help stud
to focus more on academics.

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

Short Term Goal: School Discipline Referrals will decrease by 10% each quarter. During the 22-23 school year we
averaged 71 disciplinary referrals per quarter. A 10% decrease each quarter would take us to a 65 referral average
the 1st year.
Long Term Goal : School Discipline Referrals will decreased by 50% over a 5 year time frame. With in a five year p
we should move from a 71 referrals on average to 35 referrals on average..
Short Term Goal: School Attendance Rate will increase by 5% each year. For the 22-23 school year we averaged 4
students a year who had 5 or more absences. This would move our attendance absences to an average 33 with 5 o
more absences in 5 years.
Long Term Goal : School Attendance Rate will increased by 15% over a 3 year time frame.

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

We will monitor the number of discipline referrals and the attendance rates of students every 4.5 weeks during MTS
meetings to determine if the positive behavior program is having an effect of reducing the number of referrals and t
number of absentees.

Person responsible for monitoring outcome:

Wade McKinney (wmckinney@lasrcrusaders.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
CSI must include one or more evidence-based interventions.)

In order to decrease discipline issues in the classrooms of our at-risk students, we will implement a Positive Behavi
Intervention program. Evidence has shown that the culture of schools can drastically change when Positive Behavi
Programs are implemented with fidelity.

"...secondary school staff members described their school climate in positive terms after their school reached fidelit
the implementation of PBIS. ...each of the participants described their school's climate after the implementation of F
positive terms also in the final stage of data collection. Not one participant associated the implementation of PBIS v
negative school climate. Additionally, the results of the study revealed an improvement in specific school practices a
the implementation of PBIS."

(1). https://files.eric.ed.gov/fulltext/EJ1373960.pdf

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

Implementing a research-based PBIS program school-wide indicates evidence that supports a decrease in behavio
issues even among exceptional populations. The Learning Academy historically has about 20% of our population a
so we are impacting all of our students with this program. Evidence states "In general, when schools implement PB
fidelity, students with disabilities experience: (a) improved SEB outcomes and (b) reduced exclusionary discipline (i
office discipline referrals, suspensions, restraint,

seclusion). "

(1) https://globaluploads.webflow.com/5d3725188825e071f1670246/
6356d221be97536cddcba597_Research%20on%20PBIS%20and%20Students%20with%20Disabilities%20(10.18.

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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

1) School implementation team will attend professional development for this program on July 18, 2023.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: July 18, 2023

2). School staff will be trained during pre-planning

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 9, 2023

School-Wide PBIS program will be implemented school-wide.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 17, 2023

The School Leadership/MTSS team will meet every 4.5 weeks to discuss those students who are not meeting disci
and attendance goals and to assign interventions for those students. This team will also do weekly classroom walk-
throughs to ensure implementation of PBIS.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 31, 2023 September 7, 2023 October 9, 2023 November 7, 2023 January 6, 2024 February 5, 2
March 12, 2024 April 22, 2024

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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-perfo
subgroup must be addressed.

Nearly 91% of our students with disabilities scored at level 1 in ELA. 88% of students at The Learning Academy of
Rosa are considered economically disadvantaged. Only 23% of these students were within the Federal index. Only
of white students at The Learning Academy scored within the federal index. With the 2021-2022 ELA overall proficie
score only being 5% and 0% for students with disabilities, 8% for the white population, and 6% for the free and redu
students, it is imperative that intensive intervention be provided.

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

The Learning Academy will increase the federal index level by 5% per year over the next 5 years. This will move the
overall federal index from 24 to 49. If each subgroup increases by a total of 25% the students with disabilities will m
from 17% to 42%. White students will go from 26% to 51%. Finally Free/Reduced Lunch students will move from 23
48%.

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

Student academic progress will be monitored during MTSS meetings every 4.5 weeks utilizing progress monitoring
(PMPs) to document progress. Weekly walk-throughs of classrooms will be conducted to monitor fidelity of teaching
standards.

Person responsible for monitoring outcome:

Stephanie Glover (gloversm@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
CSI must include one or more evidence-based interventions.)

The Learning Academy of Santa Rosa will hire an interventionist for the areas of Intensive Reading to reduce readi
gaps and move students to grade level reading as evidenced by progress monitoring data.

The Learning Academy will have mentors from the University of West Florida football program and their ancillary se
for the team mentoring our students this year. Evidence shows that a positive non-relative mentor can positively aff
outcomes.

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

The 2019 National Assessment of Educational Progress (NAEP) reported that over a third of fourth grade students
quarter of eighth-grade students read at a level below NAEP Basic. Recent research has demonstrated that intensi
interventions can help improve the reading level of students in grades 4–9 with reading difficulties.

1.chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-
SummaryReadingInterven4-9.pdf

Low-income students, on the other hand, encounter many challenges as they aspire to achieve academic and care
success, which limits their opportunities. Findings of the study revealed five common themes that assisted these st
in defying the odds and achieving academic and career success: (1) Family support was a determining factor for ea
student's academic and career success; (2) Non-family mentors served as positive role models throughout students
school years;

1. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED625732.pdf

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

1. Obtain Intensive Reading interventionist
2. Provide targeted interventions
3. Monitor progress monitoring data
4. Obtain mentors from University of West Florida

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: 8/10/23

#3. Graduation specifically relating to Graduation

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

The 2021-2022 accountability graduation rate for the Learning Academy of Santa Rosa was 41%. While the Learni
Academy's graduation increased by 22%, this rate is well below the state average by 46.3% and the District averag
48.9%. This data indicates a need for focusing on graduation for students attending the Learning Academy.

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

Through remediation, small group pull-out and tutoring, intensive intervention and testing opportunities it is our goa
our graduation rate increase by 10% in the current year and by 30% over three years. From 2019 to 2022 we were
move our graduation rate from 26% to 41% by having a strong MTSS focus on our graduating students. in the next
years we would move from a 41% graduation rate to a 71% graduation rate by continuing this FOCUS.

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

New district generated MTSS reports have made the graduation monitoring process much more efficient and allows
pinpointing the deficient areas of students beginning in the 9th grade. A focus will be to provide students numerous
opportunities to meet graduation requirements including through FSA/FAST retakes for the Algebra I EOC, FSA/FA
retakes for 10th grade ELA reading and writing, ACT testing, SAT testing, as well as PERT testing. The administrat
team will monitor the progress and testing results of student grades and student scores to check for passing cours
required state assessments and/or concordant scores. Students will be identified at the beginning of the school yea
be assigned a Progress Monitoring Plan (PMP). This plan will identify the deficient area and serve as a communica
piece for parents/guardians. Each 4.5 weeks the MTSS team will meet to identify students who are not on target fo
graduation.

Person responsible for monitoring outcome:

Rhonda Styron (styronr@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
CSI must include one or more evidence-based interventions.)

The Multi-tiered Systems of Support (MTSS) is an evidence based strategy that has shown to assist in monitoring s
progress and produce increased overall student achievement. MTSS reports allow for monitoring graduation require
including, but not limited to: GPA/Credits/Assessments/Attendance/Behavior/etc. Response to Intervention (RTI) is
educational approach that provides early, systematic assistance to children who are struggling in one or many area
their learning. RTI seeks to prevent academic failure through early intervention and frequent progress measuremen
(Hattie 2012).

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

Through the MTSS/RTI process, the Learning Academy will address areas early in the high school career of studer
attending the Learning Academy. In doing so, it will not be too late to address graduation requirements during a stu
senior year. By monitoring students early, students will have more opportunities for meeting graduation requiremen
MTSS/RTI process, along with remedial opportunities, will lead to to higher graduation rates. John Hattie's researc
indicates an effect-size of RtI as 1.29.

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

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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

At the beginning of the school year the new District MTSS report for tracking graduation requirements will be gener
for review.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 31, 2023

MTSS meetings will be scheduled for every 4.5 weeks.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 31, 2023

The school leadership team will be notified of the MTSS meetings.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 31, 2023

The school leadership team will meet every 4.5 weeks.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: Initial Meeting: August 31, 2023 September 7, 2023 October 9, 2023 November 7, 2023 January 6, 2024
February 5, 2024 March 12, 2024 April 22, 2024

#4. Instructional Practice specifically relating to Professional Learning Communities

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-perfo
subgroup must be addressed.

The Learning Academy will introduce Professional Learning Communities (PLCs) to enhance the understanding an
analysis of data, delivery of standards-based instruction through differentiation and evidence-based instructional
strategies, and improve upon the success rate of students engaged in credit recovery. The 2021-2022 state assess
data indicates that 32% of ELA students and 40% of Math students made learning gains. We believe that through t
implementation of PLCs learning gains will increase.

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

In school year 2022 the ELA Learning Gains component was at 32% and the Math Learning Gains component was
40%. 37% of ELA students and 45% of Math students will show learning gains over the next year. This will be a 5%
increase in learning gains for each component. By the end of the third year, 50% of students in both ELA & Math w
make learning gains. Teachers will implement more direct and engaging instruction combined with computer based
instruction and work to improve learning gains of all students. Through the analysis of data, teachers will be able to
determine what methods of instruction, lessons, and engagement practices are being effective. Bench-mark aligne
instruction will be implemented in a blended model with the computer-based learning. This will be measured throug
FAST testing, as well as progress monitoring in science for all middle school students and EOCs.

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

Student achievement progress will be monitored through the MTSS process and the implementation of Progress
Monitoring Plans. MTSS meetings will serve as a monitoring platform for student progress not only for discipline,
attendance, and course grades but for credit recovery. As an alternative school, credit recovery is an integral part o
Learning Academy. As progress monitoring data is monitored for improvement, students grades should show
improvement with more students catching up with their grade-level cohort. PLC teacher participation will be monitor
through sign-in sheets, lesson plans, course grade pass/fail rates and gains from PM1 to PM2 and finally to PM3.

Person responsible for monitoring outcome:

Stephanie Glover (gloversm@santarosa.k12.fl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TS
CSI must include one or more evidence-based interventions.)

In order to increase ELA and Math learning gains, teachers will participate in professional learning communities to
analyze student data and adjust instruction to meet the needs of all students. According to Rick DeFour, the only w
improve student performance is to improve classroom instruction (1). Wilson states, "Research suggests positive s
reform occurs when teachers participate in authentic PLCs, with improved student achievement as a by-product" (2

(1) https://www.theprincipalsplaybook.com/instructional-leadership/plc-dufour
(2) Wilson, A. (2016). From professional practice to practical leader: Teacher leadership in
professional learning communities. International Journal of Teacher Leadership, 7(2),
45-62.

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

Implementation of professional learning communities allows for teachers to come together in teams to analyze data
design standards-based lesson plans while differentiating and adjusting instruction based upon the individual needs
students. Providing differentiated lessons to students will increase student learning gains and will be evidenced by
progress monitoring data, class pass rates, and successful completion of credit recovery.

According to Learning Ally, PLCs allow teacher to develop "content that focuses on curricular and instructional strat most closely tied to students' achievement and outcomes" (1, p.3). Furthermore, PLCs give teachers the opportunit analyze their data on a deeper level, not only looking at what students need to learn, but also identifying and overc obstacles in this subgroup might face (1, p.6).

(1) https://learningally.org/Portals/6/Docs/Professional-Learning/
LAPLS_CommunitiesWhitepaper.pdf?ver=2021-01-08-134918-053

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

Tier 4 - Demonstrates a Rationale

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.

Classroom teachers will actively engage in weekly PLCs.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: PLCs will begin August 15, 2023.

Teachers will create differentiated lessons for students and credit recovery courses as needed.

Person Responsible: Stephanie Glover (gloversm@santarosa.k12.fl.us)

By When: August 15, 2023

Course data, credit recovery data and state progress monitoring data will be monitored through MTSS meetings.

Person Responsible: [no one identified]

By When: Initial Meeting: August 31, 2023 September 7, 2023 October 9, 2023 November 7, 2023 January 6, 2024 February 5, 2024 March 12, 2024 April 22, 2024

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources a allocated based on needs. This section must be completed if the school is identified as ATSI, TSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP 1111(d)(1)(B)(4) and (d)(2)(C).

To improve our state assessment proficiency scores and learning gains for all students to include subgroup populations will be hiring an interventionist who will be providing individualized support to our most at-risk students who are struggli completing graduation requirements. In addition, we will be purchasing Chromebooks for credit recovery students. We monitor progress monitoring data to determine effectiveness of the teacher and her intentional instruction. We will moni success rate of credit recovery. Progress Monitoring Plans (PMPs) will distributed to students and parents as a way to communicate the progress of their students within the MTSS program. Administration will do weekly walk-throughs to m the implementations.

We have completed a Title I planning sheet for activities and materials we plan to purchase with our funding to support strategies we have identified in our school improvement plan. Title I funding is under the oversight of the Director of Fe Programs. The Principal stays in communication with the Director of Federal Programs not only for beginning of the yea purchases but to ensure that funding is being utilized appropriately throughout the school year. In addition, administrato

ensure the funding is tied to school improvement outcomes.

While UniSIG funding is to be under the oversight of the Director of Federal Programs once funding is received, prior to disbursement, administrators of the school have communicated directly with the Department of Continuous Improveme receive feedback on ensuring that requests for UniSIG funding meets the school improvement goals.

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 requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not requir non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., student 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, pro in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

This data and the Title 1 binder will be made available in in our front office for review. Parents will be notified via email and on our website. The new ClassTag communication application will be utilized to assist in the communic to students and parents. We will also place this in our monthly publication that is sent home via email, and backp home. The website where this will be made available is: www.lasrcrusaders.org

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 child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116

Students will be given planners for communication between families and teachers. We have a monthly publicatio LASR Sword" that is emailed and backpacked home. We will have quarterly parent involvement opportunities. Th Family Engagement Plan will be made available at: www.lasrcrusaders.org.

Describe how the school plans to strengthen the academic program in the school, increase the amount a quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Foc addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The Learning Academy will implement a Positive Behavior Intervention Program (the first Focus Area of our SIP) year to help the culture become more focused in academics and the positive learning environment. This Focus A works well with Title I because there is an emphasis on parent communication for the positive moments of the stu The positive behavior intervention also is beneficial when trying to turn negative behaviors away from violent acts begin to get students to think positively as well.

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

N/A

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 subj[ect] areas. (ESSA 1114(b)(7)(iii)(I))

Our school is supported by a CDAC counselor and trauma counselors to provide educational services on mental [health] issues. We also partner with our local university to have the football team and ancillary services to provide mento[ring] service to our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which ma[y] 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))

We offer a career research class, mentoring with local university football team and the teams ancillary services fo[r] students.

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 wi[th] Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We will be implementing a positive behavior intervention program this school year. Staff has attended training on [the] program this summer to help decrease out of school suspensions, in-school suspensions and focus on the positi[ve] actions of students.

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))

Staff will be offered professional opportunities, with an emphasis on teaching at-risk students, through MyPD, the professional development site for the Santa Rosa County School District. During pre-planning our staff already at[tended] a poverty simulation based on the book "Bridges out of Poverty". by Ruby Payne. Our staff completed a book stu[dy on] this book during the 22-23 school year.

Describe the strategies the school employs to assist preschool children in the transition from early child[hood] education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

n/a

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Other				
2	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$62[...]
	Function	Object	Budget Focus	Funding Source	FTE	2023-[...]
	5100	120	8001 - Learning Academy Of Santa Rosa	UniSIG	1.0	$45[...]

			Notes: These funds will be used to hire one reading interventionist. Walkthroughs will be condu ensure that the interventionists is implementing the appropriate standards-based instruction. Th allow us to implement strategic reading intervention for our at-risk students to include the ESSA subgroup populations not meeting the Federal Index. This interventionist will be instrumental in instruction for credit recovery students who are at-risk for not meeting graduation requirements amount is the gross salary for one Reading intervention teacher.			
	5100	210	8001 - Learning Academy Of Santa Rosa	UniSIG		$6
			Notes: The requested amount is to provide the portion for Florida retirement.			
	5100	220	8001 - Learning Academy Of Santa Rosa	UniSIG		$3
			Notes: The requested amount is to cover FICA benefits to include Social Security and Medicar			
	5100	230	8001 - Learning Academy Of Santa Rosa	UniSIG		$7
			Notes: The requested amount is for insurance benefits.			
	5100	240	8001 - Learning Academy Of Santa Rosa	UniSIG		
			Notes: The requested amount is for Workman's Compensation.			
3	III.B.	**Area of Focus: Graduation: Graduation**				
4	III.B.	**Area of Focus: Instructional Practice: Professional Learning Communities**				$6
	Function	Object	Budget Focus	Funding Source	FTE	2023-
	5100	644	8001 - Learning Academy Of Santa Rosa	UniSIG		$6
			Notes: These funds will be utilized to provide 29 Chromebooks at $310 each for at-risk student notably credit recovery students who are at risk for not meeting graduation requirements.			
					Total:	$68

Budget Approval

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

No