Achieve Academy At Mcmillian School

2023-24

Schoolwide Improvement Plan (SIP)

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Achieve Academy At Mcmillian

3000 OWEN BELL LANE, Pensacola, FL 32507

www.escambiaschools.org

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.

Achieve Academy is deeply committed to the academic and social success of its students. Through partnerships with school districts across the country, we focus on re-engaging, graduating and preparing our students for success in K-12 and beyond.

Provide the school's vision statement.

Achieve Academy's vision is to provide students with a learning environment that integrates researchbased instructional strategies and a normative school culture model that challenges students to achieve
success, both academically and socially by encompassing high expectations and accountability standards for all stakeholders.

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
Travis, Leslie	Principal	Oversee the areas of Academics and Special Education including supervision and accountability of teachers and instructional staff. Complete teacher evaluations, walk-throughs and observations and provided feedback and support to teachers. Serve as district liaison for areas of academics, Title I, Special Education, Discipline, etc.
Maxwell, Andrew	Other	Oversee the schools within Region 3 of SESI Schools which include Georgia and Florida. Direct supervisor for Ms. Travis, the Academic Principal.

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.

As a contracted alternative school we utilize surveys and feedback from our parents, district stakeholders and business/community partners. Throughout the school year we meet with district stakeholders, parents and community partners to evaluate and review our program. Our corporate office requires that we complete a Campus Improvement Plan and that we go through a Quality Management Review, which contains goals that we work toward during the school year. Part of the Quality Management Review includes both academic and special education goals that we work towards.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be added to our weekly resource team meetings, school based, that includes the administrators and staff from Achieve Academy. The SIP will also be review monthly at our Title I meeting. Our local district partner will also be meeting with staff monthly for updates and monitoring.

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 KG-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: UNSATISFACTORY 2017-18: UNSATISFACTORY 2016-17: MAINTAINING
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	3	5	2	5	10	15	42	53	137
One or more suspensions	2	6	7	3	5	13	17	45	56	154
Course failure in English Language Arts (ELA)	0	0	1	0	0	0	2	5	4	12
Course failure in Math	0	1	0	0	0	1	3	5	4	14
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	3	5	2	5	11	15	43	53	139

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	2	5	7	10	7	7	44	51	193
One or more suspensions	0	2	6	10	8	9	9	48	57	214
Course failure in ELA	0	0	0	1	1	1	1	8	5	27
Course failure in Math	0	0	0	1	1	0	1	4	2	19
Level 1 on statewide ELA assessment	0	0	0	2	6	4	6	28	49	145
Level 1 on statewide Math assessment	0	0	0	2	7	7	7	33	45	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	6	4	6	28	49	145

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	2	5	7	8	8	8	46	56	204

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	2	2	5	5	31
Students retained two or more times	0	1	0	2	0	0	1	13	6	39

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	2	5	7	10	7	7	44	51	133
One or more suspensions	0	2	6	10	8	9	9	48	57	149
Course failure in ELA	0	0	0	1	1	1	1	8	5	17
Course failure in Math	0	0	0	1	1	0	1	4	2	9
Level 1 on statewide ELA assessment	0	0	0	2	6	4	6	28	49	95
Level 1 on statewide Math assessment	0	0	0	2	7	7	7	33	45	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	2	6	4	6	28	49	95

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	2	5	7	8	8	8	46	56	140

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	2	2	5	5	14
Students retained two or more times	0	1	0	2	0	0	1	13	6	23

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*	2	23	53	0	22	55	8		
ELA Learning Gains				19			27		
ELA Lowest 25th Percentile				31			45		
Math Achievement*	1	17	55	0	23	42	5		
Math Learning Gains				13			23		
Math Lowest 25th Percentile				21			36		
Science Achievement*	6	23	52	0	18	54	8		
Social Studies Achievement*	7	23	68	0	32	59	3		
Middle School Acceleration		47	70		33	51			
Graduation Rate	5	69	74	21	22	50	24		
College and Career Acceleration		22	53		37	70			
ELP Progress			55		57	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	4
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	21
Total Components for the Federal Index	5
Percent Tested	80
Graduation Rate	5

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	12

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	105
Total Components for the Federal Index	9
Percent Tested	84
Graduation Rate	21

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	10	Yes	4	4
ELL				
AMI				
ASN				
BLK	5	Yes	4	4
HSP				
MUL				
PAC				
WHT	0	Yes	1	1
FRL	5	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	3	Yes	3	3
ELL				
AMI				
ASN				
BLK	11	Yes	3	3
HSP				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	12	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	2			1			6	7		5		
SWD	3			4			15	18			4	
ELL												
AMI												
ASN												
BLK	4			1			7	8			5	
HSP												
MUL												
PAC												
WHT	0										1	
FRL	3			1			6	7			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	ELP Progress
All Students	0	19	31	0	13	21	0	0		21		
SWD	0	11		0	6		0					
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	0	18	27	0	12	19	0	0		24		
HSP												
MUL												
PAC												
WHT												
FRL	0	18	33	0	14	24	0	0		19		

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	8	27	45	5	23	36	8	3		24		
SWD	6	25		6	21		9			10		
ELL												
AMI												
ASN												
BLK	2	23	40	2	19	30	0	4		15		
HSP												
MUL												
PAC												
WHT												
FRL	7	28		6	27		9	4				

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%	40%	-40%	50%	-50%
05	2023 - Spring	9%	49%	-40%	54%	-45%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	6%	37%	-31%	47%	-41%
08	2023 - Spring	4%	38%	-34%	47%	-43%
09	2023 - Spring	6%	38%	-32%	48%	-42%
04	2023 - Spring	10%	57%	-47%	58%	-48%
06	2023 - Spring	7%	37%	-30%	47%	-40%
03	2023 - Spring	*	44%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	2%	41%	-39%	54%	-52%
07	2023 - Spring	4%	48%	-44%	48%	-44%
03	2023 - Spring	*	51%	*	59%	*
04	2023 - Spring	*	58%	*	61%	*
08	2023 - Spring	0%	31%	-31%	55%	-55%
05	2023 - Spring	*	47%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	2%	36%	-34%	44%	-42%
05	2023 - Spring	*	51%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	38%	-38%	50%	-50%

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

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	56%	-56%	63%	-63%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	55%	-53%	66%	-64%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	54%	*	63%	*

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

2022-2023 FAST state assessment data results yielded Reading/ELA as the lowest performance area. Achieve Academy is an alternative school setting with a transient and diverse population. Students referred to Achieve Academy due to behavior issues they exhibit in the traditional school setting, from students who have a one time serious violation to repeated patterns of behavior. We serve a high number of students who are considered transient or homeless. Our population fluctuates weekly as students who are referred begin on Tuesdays (our enrollment day), weekly. Our enrollment can spike as high as 20-25 students on Tuesdays. Our population also fluctuates when students are required to serve time in DJJ, as they transition from our school to DJJ and back to complete their required time. 88% of students who are referred to Achieve Academy are academically deficient in the areas of reading or math and/or both. This description of who we serve sheds light on how ever changing the population of students we serve is. Achieve Academy works hard to change behaviors by providing social emotional supports, supporting students with a backpack program and working on conflict resolution. We are working hard to change behaviors while increasing the student's classroom stamina, therefore increasing exposure to content areas.

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

2021-2022 FSA data indicates that the greatest decline was in Math. The transient population at Achieve Academy is a factor in the decline of scores. In addition the attendance rate was 79%. COVID restrictions contributed to the decline in attendance.

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.

According to the data Math yielded the greatest gap when compared to the state average. The state average was indicated that 53% of Florida students scored a level one , and 84.3% of students at Achieve Academy scored a level one.

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

Students showed the greatest achievement in Reading. From the 21-22 to the 22-23 school year we saw an increase of 4.7% proficiency in Reading. During the 22-23 school year we had an interventionist who worked directly with pods of students providing supplemental reading instruction 3x per week to small groups of students. This interventionist focused on reading comprehension and was a focused class for 90 minutes 3x per week.

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

The first concern is the number of students who scored a level 1 in Reading and the second concern is the number who scored a level 1 in Math.

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

During the 2023-2024 school year we would like to see the following:
1) 10% increase in Reading/ELA assessment scores school wide.
2) 5% increase in Average Daily Attendance
3) 5% decrease of student discipline referrals

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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

Student PBIP data and Forcefield (Forcefield is part of our normative culture system) data will be reviewed weekly. PBIP Data will be reviewed every 4.5 weeks with the discipline data team from the school district and Achieve Academy. Students who attain their behavior goal will serve on the Achieve Academy SGA. Students become Bulldogs, when they achieve the highest level of student government. All students have the opportunity to earn incentives for attendance, testing and weekly behavior.

Student suspensions and discipline referrals will also be monitored and reviewed as part of this process.

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

Short term BEHAVIOR: Reduce referrals by 10% by the end of the 2023-2024 school year.
Long term BEHAVIOR: Reduce referrals by 30% by the end of the 2027-2028 school year.

Short Term ATTENDANCE: Increase student attendance by 5% by the end of the 2023-2024 school year. This increase/goal will be directly related to the Average Daily Attendance.
Long Term ATTENDANCE: Increase student attendance by 8% by the end of the 2024-2025 school year. This increase/goal will be directly related to the Average Daily Attendance.

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

BEHAVIOR: Implementation will be monitored through weekly audits to determine behavior tracking. Tracking forms will be loaded into student behavior monitoring and into the online notebook for review with the entire behavior team. PBIP Data will be reviewed every 4.5 weeks with the discipline data team from the school district and Achieve Academy.

ATTENDANCE: Average daily attendance will be monitored daily/weekly/monthly through meetings and reports to staff. As a school team we will watch decreases or changes to average daily attendance to determine incentives and changes to be made to assist with increasing.

Person responsible for monitoring outcome:
Leslie Travis (ltravis@ecsdfl.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. Schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels (10 Keys to Behavior- Tier 1)
2. School decisions are guided by school wide discipline data. (10 Keys to Behavior- Tier 1)
3. Provide intensive, individualized support to students who have fallen off track and face significant challenges to success. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. (Preventing Dropout in Secondary Schools- Tier 2)
4. Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. Preventing Dropout in Secondary Schools- Tier 2)

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

According to PBIS (https://www.pbis.org/pbis/what-is-pbis), the Achieve Academy Positive Behavioral Interventions and Support program encourages a positive culture and environment. This multi-device platform makes it easy to continuously recognize students for meeting behavior expectations from anywhere in the school, not just the classroom.

1. According to 10 Keys to Behavior Practice Guide from The Meadow Center, having a multitiered system in place that supports the behavior practices from the school wide to the individualized levels shows a positive impact on student achievement, behavior, and attendance. (Tier 1)

2. According to 10 Keys to Behavior, school decisions guided by school wide discipline data shows a positive impact on student behavior and attendance. (Tier 1)

3. According to Preventing Dropout in Secondary Schools, providing intensive, individualized support to students who have fallen off track and face significant challenges to success has a positive impact on student achievement, behavior, and attendance. (Tier 2)

4. According to Preventing Dropout in Secondary Schools, monitoring the progress of all students, and proactively intervening when students show early signs of attendance, behavior, or academic problems has a positive impact on student achievement, behavior, and attendance. (Tier 2)

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

The Behavior team will meet once a month to review attendance and behaviors.
Attendance: The purpose of these meetings will be to identify students with chronic absenteeism. At these meetings, students missing
more than 5 days of school or more will be identified for next step intervention.
Behavior: The purpose of these meetings will be to review Office Disciplinary Referrals to identify and act on needs for behavioral interventions. Office Disciplinary Referrals will the data collected and analyzed to determine the students in need of interventions. Data to be reviewed include the number of major vs. minor referrals, the number of referrals written by specific teachers to identify teachers in need of coaching, and high numbers of referrals for specific students to identify needs for behavioral interventions. Actions steps for each teacher or student will be identified and assigned to each member of the disciplinary team.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: on-going throughout the 23-24 school year; behavior team meetings will occur monthly.

Behavior Tracking implementation will be monitored through weekly audits to determine behavior tracking. Tracking forms will be loaded into student behavior monitoring and into the online notebook for review with the entire behavior team.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: on-going throughout the 23-24 school year; behavior tracking will occur on a weekly basis.

PBIS - positive rewards. Students meeting or exceeding expectations with attendance goals will be included in the reward system.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: on-going throughout the 23-24 school year

Students who continually meet or exceed expectations with our rewards system will be included in the end of the year trip.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: each semester

#2. 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.

For K-5 grades and for 6-8 based on the English Language Arts Assessment Data, 89% of students scored a level 1 and 7% scored a level 2. Of the students tested 4% scored a level 3, which is proficient, or higher. Based on the English Language Arts Statewide Data, 86% of students with disabilities scored a level 1 and 5% scored a level 2, and 11% scored a level 3, which is proficient or higher. Based on the English Language Arts Statewide Data, 92% of economically disadvantaged students scored a level 1 and 5% scored a level 2. of the students tested, 3% of students tested scored a level 3, which is proficient, or higher.

We will purchase, with UniSig grant, the following instructional support materials: Leveled readers, primary phonics books, Dreambox reading, individual readers from Scholastic. These purchased will directly support the benchmark-aligned instruction in the classroom and will directly support students. Students in grades 3-5 will use Florida Success Coach beginning in Jan. 2024 in small group to supplement with the other intensive researched based interventions.

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

Based on the FAST progress monitoring, 10% of students in each subgroup will score at a proficient level on the third progress monitoring assessment.

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

In addition to the FAST progress monitoring assessments, student progress will be monitored using Freckle, iReady, and through the use of data review after every testing session. We have hired an additional staff member who will serve as a resource teacher for the K-5 students and will be running small groups everyday, to assist with more direct specialized ELA instruction for elementary students. UniSIG funding will be utilized for supplemental materials. For grades 6-8 they will use Florida Performance Coach for Reading - as a supplemental tool, it is standards-based instruction that offers practice tests and to track student performance over the course of the school year. Florida Performance Coach materials will help to increase the rigor in the classroom. Florida Performance Coach is also aligned to the FLDOE literacy domains.

Person responsible for monitoring outcome:
Leslie Travis (ltravis@ecsdfl.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. Intensify interventions for students by maximizing human resources through scheduling and training. Targeted, individualized instruction as well as small group instruction will be implemented to meet the academic needs of all students.
2. Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful.
3. Instruction during the intervention should be explicit and systematic.
4. We will purchase, with UniSig grant, the following instructional support materials: Leveled readers, primary phonics books, Dreambox reading, individual readers from Scholastic. These purchased will directly support the benchmark-aligned instruction in the classroom and will directly support students.

Students in grades 3-5 will use Florida Success Coach beginning in Jan. 2024 in small group to supplement with the other intensive researched based interventions.

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

1. According to, Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades, from What Works Clearinghouse, providing time for differentiated reading instruction for all students based on assessments of students' current reading level has promising results for student achievement. (Tier 3)

2. According to, 10 Key Policies and Practices for All Schools, having a multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful, will result in all students being able to learn successfully. (Tier 1)

3. According to Practice Guide 2: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools, instruction during the intervention should be explicit and systematic and by taking early action toward intervention, it may be key to helping students struggling with mathematics. (Tier 1)

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

1. Additional staff member who will serve as a resource teacher for the K-5 students and will be running small groups everyday, to assist with more direct specialized ELA instruction for elementary students.

2.Purchase the following instructional support materials: Leveled readers, primary phonics books, Dreambox reading, individual readers from Scholastic, Florida Success Coach (UniSIG funds).

3. Purchase interactive white boards (UniSIG funds) to support benchmark aligned instruction.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: On-going throughout the 23-24 school year; small groups happening daily, whole group instruction daily, additional one-on-one support as needed.

K-5 students will use Dreambox Reading to support the state Reading and Language Arts benchmarks. The students personalized learning path will be monitored and possibly adjusted based on the data and progress reports. Dreambox will be in addition to the daily use of iReady that has already been implemented in the classroom.

In addition, teachers will recieve training to support students wtih Dreambox, training to implement the use of leveled readers and phonics books into the daily instruction/small group instruction.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: On-going throughout the 23-24 school year.

UniSIG funds will be used to purchase Florida Performance Coach materials, which will be used in grades 6-8 as a supplemental tool for standards based instruction. The materials will be used to increase

exposure to rigor and extended reading passages. Students will participate in mock testing that mimics the FAST test, via Florida Performance Coach.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: On-going throughout the 23-24 school year.

#3. ESSA Subgroup specifically relating to Students with Disabilities

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

Using the PBIP, Forcefield and focusing on Social Emotional Learning will help increase academic time and build capacity and stamina in the classroom. Our population of students with disabilities fluctuates as the school year progresses. Students with disabilities sometimes struggle both academically as well as socially and emotionally.

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

60% of students will maintain the highest level on the forcefield, increasing classroom instruction time and rigor. We will measure the amount of time students with disabilities spend outside of the classroom due to sensory related behavior issues. The goal will be to increase stamina inside the classroom thereby creating more opportunity for students to be exposed to academic learning and materials. The academic exposure will come from the program Age of Learning My Academy Math and Reading utilizing UniSIG funds. Students in grades K-3 will participate in supplemental math and reading instruction designed to focus on the fundamental reading and math skills that are deficient or lacking. For grades 4-7 they will use Adventure Academy to build a critical knowledge base in language arts, math and social studies.

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

Weekly forcefield data will be used to monitor the number of students increasing, maintaining, and decreasing academic class time when using My Learning Academy Math and Reading as well as Adventure Academy.

Person responsible for monitoring outcome:

Leslie Travis (ltravis@ecsdfl.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. Multitiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful.
2. My Academy Math and Reading is an evidence based program that has shown significant growth in the areas of reading and math by students in grades K - 3. This program has been used across Florida in many different counties and has been used to increase reading and math comprehension.

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

1. According to 10 Key Policies and Practices for All Schools, Practice Guide: 10, having multitiered systems in place to support the academic and behavioral progress of all students, will allow educators to quickly
intervene with students who are struggling to be successful. (Tier 1)

2. Use of this program will be both interactive and engaging for our students. As well as inclusive for all students and will meet students at their levels while challenging them increase goals and levels.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

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

Monthly monitoring of the PBIP, in combination with the Forcefield focusing on Social Emotional Learning, will help increase academic time and build capacity and stamina in the classroom.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: monthly throughout the 23-24 school year

Purchase, rostering, implementation and training for the program.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: on-going throughout the 23-24 school year

Utilize UniSIG funds to purchase Academy for Learning program to support increase academic exposure and student engagement. Students in grades K-3 will participate in supplemental math and reading instruction designed to focus on the fundamental reading and math skills that are deficient or lacking. For grades 4-7 they will use Adventure Academy to build a critical knowledge base in language arts, math and social studies.

Person Responsible: Leslie Travis (ltravis@ecsdfl.us)

By When: on-going throughout the 23-24 school year

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

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Our SIP, UniSIG budget and SWP will be provided to parents, stakeholders and staff once approved. We will send home with students, place a link on our Facebook page, have the forms translated for any student/family with a need. Achieve Academy will also have a notebook in the front office with all of this information readily available. Parents/stakeholders will be invited to monthly meetings for Title I.

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))

Achieve Academy has an open door policy and welcomes the opportunity to meet with parents, guardians, stakeholders, staff, students, etc. We host several events throughout the school year that help to foster those relationships and build bridges for students and parents to feel safe and comfortable at our school. We host several giving drives throughout the school year, sock drive, food drive, etc. to provide a bridge to the community. Progress reports and report cards are provided after each grading period via the FOCUS portal as well as IEP Progress Monitoring, Behavior Monitoring Plans, and this year the addition of Academic Monitoring Plans.

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))

Several things outlined in our plan are set in place to directly support student achievement. The robots we are hoping to purchase will allow for us to work with students who need additional supports socially and emotionally. By using the robots as an intervention, we will be able to increase academic time in the classroom. As a school we are focused and committed to reviewing data weekly and to review testing data after every testing session and to make adjustments as the data leads us. We are also committed to more teacher PD and more classroom observations with feedback for teachers.

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))

Achieve Academy meets monthly with stakeholders, survey our parents weekly, ask for feedback from community partners as well as partner agencies. The feedback we are provided with helps to guide

change, help with developing policies as well as helps with selection of supplemental instructional materials for our students. We value our relationships with our agencies and community partners.

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))

Upon attending orientation, families identify if they are currently receiving MH services and/or would like more information on the paperwork. Our school social work team checks every incoming student packet as they are putting them in Able (in house data base) and contacts them within 3 days. An data review is scheduled to determine if student needs tier ii or tier iii services. consents are signed, a plan written and weekly sessions tracked.

if a student already works with an agency, MEOIs are signed, and we build working relationships with them

we partner with MRT and the ECSD Crisis response team as needed

Groups are offered by grade and/or gender including GGI, social skills

diversion is offered as well

we comply with all statutes regarding mental health curriculum (Navigate 360)

also staff are MHFA certified

we have a parent steering committee and will have a community steering committee as of 23.24 sy

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))

Achieve Academy hosts a job/college fair every year for our Junior and Seniors, we complete Senior trackers, interest inventories, and graduation requirement audits for each student. Based upon interest inventory results students are provided with additional information and resources. Parents are involved in the IEP process for their students. Parents and students are provided with information during the meeting or subsequent meetings relating to resources for after high school including contact information for local colleges, technical programs, employment opportunity resources.

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).

We follow Rti and use progress monitoring as well as address student learning and behavior needs within the IEP. IEP's are reviewed annually with parents, teachers, and the IEP team. More often they are reviewed if we see a decline in meeting goals.

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))

Teachers participate in weekly common planning, volunteer planning Saturdays, and teacher work day planning. We review instructional strategies from Common Instructional Frameworks, Marzanio, etc. We also review student data and how to read and interpret what changes we need to make within the classroom to assist students with being successful.

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))

We do not have preschool and do not receive kindergarten students at the beginning of the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
2	III.B.	**Area of Focus: Instructional Practice: ELA**				**$55,844.55**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$6,200.00
			Notes: Achieve Academy UniSIG: Focus 2 (3) Interactive whiteboards to support benchmark-aligned instruction.			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$4,400.00
			Notes: Achieve Academy at UniSIG: Focus 2 and 4 Florida Success Coach for Elementary 3-5 to support benchmark-aligned instruction. 1 x			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$9,400.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Leveled Readers - class set of leveled readers (School Speciality) to support benchmark-aligned instruction. 1 x			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$6,887.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Primary phonics books -School Speciality phonics readers class sets with workbooks to support benchmark-aligned instruction. 1 x			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$3,400.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Dreambox reading for primary grades to support benchmark-aligned instruction 1 x			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$6,900.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Primary phonics for the classroom (School Speciality) to support benchmark-aligned instruction. 1 x			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$6,500.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Scholastic - classroom library books to support benchmark-aligned instruction.			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$2,657.55
			Notes: Achieve Academy UniSIG: Focus 2 and 3 Office supplies to support benchmark-aligned instruction. (paper, binders, composition books, pens, pencils, post-it notes (all kinds), binder clips, poster board, stapler, staples, highlighters, markers)			
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$9,500.00
			Notes: Achieve Academy UniSIG: Focus 2 and 3 https://www.acceleratelearning.com/science/fl/explore/ Science Stem Lessons - interactive kits and workbooks Shipping $200			
3	III.B.	**Area of Focus: ESSA Subgroup: Students with Disabilities**				**$11,800.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	0211 - Achieve Academy At Mcmillian	UniSIG		$10,800.00
			Notes: Achieve Academy UniSIG: SIP Focus 1, 2, and 3 Age of Learning supplemental Math and Reading materials (includes Adventure Academy and ABC Mouse). Students in grades K-3 will participate in supplemental math and reading instruction designed to focus on the fundamental reading and math skills that are deficient or learning gaps. For grades 4-7, students will use Adventure Academy to build a critical knowledge base in language arts, math and social studies. My Math Academy Student License @120 students = $5400 My Reading Academy Student License @ 120 students = $5400			
	6400	394	0211 - Achieve Academy At Mcmillian	UniSIG		$1,000.00
			Notes: Achieve Academy UniSIG: SIP Focus 1, 2, and 3 Age of Learning Professional Learning Webinar for teachers and other staff members (one live virtual session (up to 2 hours) for 40 participants to support Age of Learning supplemental math and reading interventions for students. Total cost: 2 x $500 = $1,000.00			
					Total:	$67,644.55

Budget Approval

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

No