

Hillsborough County Public Schools

Village Of Excellence Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	24
VII. Budget to Support Areas of Focus	25

Village Of Excellence Academy

1251 E FOWLER AVE, STE A, Tampa, FL 33612

[no web address on file]

School Board Approval

This plan was approved by the Hillsborough County School Board on 8/25/2023.

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 mission statement of the Village of Excellence Academy is to develop self disciplined students who achieve high academic standards in a safe and caring learning environment.

Provide the school's vision statement.

Our vision is to be the top charter school educational alternative serving scholars in Florida's urban core.

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
Perez, Glennis	Principal	The school leader provides leadership and administration of the daily operations at the school. The principal monitors ongoing student achievement data at the weekly, unit, and IA level to ensure all scholars make ambitious and achievable academic progress. They use this data to guide MTSS decisions, plan for interventions and to monitor the fidelity and outcomes of those interventions. The school leader's role is to motivate scholars and staff to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. To ensure school improvement priorities are being met, the Principal co-observe lessons and delivers "in the moment coaching" to teachers and interventions to provide feedback and model for its execution to them.
Dollar, Esque	Behavior Specialist	Our MTSS Coordinator works with Tier 2 and 3 students in reading. He also works with MTSS behaviors to ensure students have behavior plans and that they are monitored.
Sink, Jennette	Staffing Specialist	ESE specialist, serves our ESE and ELL students and provides tier 2 and 3 intervention .
Lopez, Frances Begonja	Teacher, K-12	The Intervention Paraprofessional provides supplemental math and reading services to qualified students and assists with ongoing assessments. Assist students and teachers in classroom or designated area (Duties and responsibilities may include) A. Provides supplementary instructional services in reading and math to identified students based on i-ready diagnostic data and teacher recommendations. B. Gather supplemental instructional materials. C. Plan and prepare supplementary instructional activities. D. Monitor the students' progress. E. Assist with informal & formal assessments.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team and the entire faculty met during preplanning in July 2023 to review Spring PM data and to develop our SIP goals. Our SIP goals were brought to our parents at our welcome back picnic for feedback.

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))

School improvement goals will be monitored biweekly with Wonders Progress Monitoring assessments, weekly during small group instruction with standards mastery assessments in Iready. Daily walk throughs in teacher classrooms to monitor fidelity of instructional priorities as well as FAST PM 1,2 and 3.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: B 2018-19: B 2017-18: F
School Improvement Rating History	

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	20	20	14	20	22	18	0	0	0	114
One or more suspensions	0	1	0	2	2	3	0	0	0	8
Course failure in ELA	0	0	1	1	4	2	0	0	0	8
Course failure in Math	0	0	1	1	4	2	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	22	28	20	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	23	24	19	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	30	28	0	0	0	90
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	30	25	20	0	0	0	75

The number of students identified retained:

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

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	20	20	14	20	22	18	0	0	0	114
One or more suspensions	0	1	0	2	2	3	0	0	0	8
Course failure in ELA	0	0	1	1	4	2	0	0	0	8
Course failure in Math	0	0	1	1	4	2	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	22	28	20	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	23	24	19	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	32	30	28	0	0	0	90
	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	30	25	20	0	0	0	75

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	18	50	53	8	53	56	17		
ELA Learning Gains				23			33		
ELA Lowest 25th Percentile				31					
Math Achievement*	24	56	59	25	50	50	28		
Math Learning Gains				42			27		
Math Lowest 25th Percentile				59					
Science Achievement*	6	50	54	7	59	59	0		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress		59	59						

* 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	20
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	78
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	7
Percent Tested	100
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	10	Yes	2	2
ELL				
AMI				
ASN				
BLK	20	Yes	2	2
HSP				
MUL				
PAC				

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%
WHT				
FRL	20	Yes	2	2

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	25	Yes	1	1
ELL				
AMI				
ASN				
BLK	28	Yes	1	1
HSP				
MUL				
PAC				
WHT				
FRL	27	Yes	1	1

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	18			24			6					
SWD	0			20							2	
ELL												
AMI												
ASN												
BLK	18			23			6				4	
HSP												

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
MUL												
PAC												
WHT												
FRL	17			24			7				4	

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	8	23	31	25	42	59	7					
SWD	6	30		12	50							
ELL												
AMI												
ASN												
BLK	9	24	33	25	42	56	7					
HSP												
MUL												
PAC												
WHT												
FRL	8	24	33	24	40	53	4					

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	17	33		28	27		0					
SWD	8			20								
ELL												
AMI												
ASN												
BLK	17	35		28	31		0					
HSP												
MUL												
PAC												
WHT												

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
FRL	14	35		28	31		0					

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	14%	53%	-39%	54%	-40%
04	2023 - Spring	21%	54%	-33%	58%	-37%
03	2023 - Spring	27%	46%	-19%	50%	-23%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	32%	55%	-23%	59%	-27%
04	2023 - Spring	23%	59%	-36%	61%	-38%
05	2023 - Spring	18%	53%	-35%	55%	-37%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	6%	47%	-41%	51%	-45%

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.

5th grade reading and 5th grade science showed the lowest data performance. This can be attributed to a low performing teacher as well as student's lacking foundational reading skills.

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

None. We increased in every area in reading and maintained or increased in math and science.

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.

Our greatest gap was in 5th grade.

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

Reading in all grade levels showed the most improvement. We focused on targeted small group instruction that was standards driven. We also had great improvement in attendance. We lowered the percent of students with 1 or more absences from 85% to 36%.

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

Student retentions.

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

Reading, science, attendance and improving instruction in all areas.

Area of Focus

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

#1. Instructional Practice specifically relating to Intervention**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.

We identified a critical need to continue to improve our practices in small group intervention and student outcomes specifically for our black students, students with disabilities and those who are economically disadvantaged. Based on our 22-23 FSA data students in grades 3, 4, 5 demonstrated 21% proficiency overall. Therefore an area of focus for the 23-24 school year is increasing overall proficiency, learning gains and learning gains of the bottom quartile.

Measurable Outcome:

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

Our goal is for 30% of students to score proficient on PM 3 ELA FAST as well as increase gains of our bottom quartile from 31% to 50% and increase learning gains from 23% to 50%. These goals are also specific to our black students, students with disabilities and economically disadvantaged.

Monitoring:

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

We will track student growth on a bi-weekly basis using Wonders progress monitoring assessments FAST PM data, standards mastery weekly small group data, every 6 weeks using Wonders unit assessments and quarterly using I-Ready Diagnostic data. We will use walk-through data to ensure fidelity of guided reading and intervention groups. We will provide in the moment feedback to help teachers adjust quickly and increase impact. Reading mastery groups in K-2 will be monitored through mastery checks which occur every 8 to 10 lessons.

Person responsible for monitoring outcome:

Glennis Perez (glennis.perez@charter.hcps.net)

Evidence-based Intervention:

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

Provide targeted student support in reading through reading delivered by trained para-professionals in K-2, 3rd, 4th and 5th grades and for identified subgroups: black students, students with disabilities and economically disadvantaged.

-Focus interventions on phonics, fluency and decoding in K-2 using University of Florida reading initiative foundations program and guided reading in grades 3-5 using I-Ready.

Our ESE specialist is providing intervention for our students with disabilities for 45 minutes three times per week on foundational reading skills using the UFLI program an I-Ready, this is in addition to their ESE services provided in their IEP.

Our para-professionals will be trained on the science of reading in July 2023 as well as the UFLI foundational program. They will continue to receive training every Monday at our Monday PLC's with all instructional staff. We will provide training on the pillars of MTSS to all staff so that interventions will be implemented with fidelity.-MTSS coordinator that will track tiered interventions in data trackers and assist teaches and para-professionals with planning next steps.- We will focus on the highest leverage strategies that will impact student achievement, according to John Hattie, collaboration and discussion skills, critical thinking, higher order questions and monitoring and providing feedback to students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our teachers and support staff, to be able to provide interventions with fidelity, need a structured model of support which our MTSS system will provide.

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.

-Para-professionals and ESE specialist have a specific schedule to ensure fidelity of intervention groups and implementation of UFLI and I-ready interventions.- Shadowing and feedback with administration to ensure quality and support implementation of the intervention program.-Para-professionals have been trained on UFLI foundations and the science of reading. -Staff has been trained during pre-planning on MTSS tiers and created progress monitoring trackers to monitor progress of students in small group reading instruction.-Intervention times are identified in the master schedule.-Monthly MTSS support sessions have been placed on calendar for teachers to attend for support as needed with creating interventions and MTSS protocol.-Bi-weekly data review meetings with teacher teams and administration to review academic progress, attendance, and behavior to support individual teachers in problem solving for students with more intensive individual needs.-In the moment feedback to teachers to adjust instruction in real time to get the most impact in student achievement. Leadership team will model and do side by side teaching. Our para-professionals will be trained on the science of reading in July 2023 as well as the University of Florida Reading Initiative (UFLI) foundational program. They will provide reading intervention in grades K-2 in phonics, fluency, and decoding. They will continue to receive training every Monday at our Monday PLC's with all instructional staff. Para-professionals and teachers meet every Monday during our PLC time to analyze small group data and plan for next steps along side grade level teachers. We will continue to provide training on the pillars of MTSS to all staff so that interventions will be implemented with fidelity.

Person Responsible: Esque Dollar (esque.dollar@charter.hcps.net)

By When: Para-professionals will be carrying out intervention duties starting the 3rd week of August 2023.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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.

In looking at our observation data we identified that teachers are lacking clarity around the new BEST standards as well as skills and mindsets to help teachers achieve them. When we reviewed lesson plans teachers did not have tasks that were aligned with grade level standards. There is also a lack of teacher monitoring student comprehension and providing timely feedback. There was more focus on formal assessment data versus informal qualitative data. With new implementation of BEST standards it is essential for teachers to further develop their instructional practices that are standards aligned.

Measurable Outcome:

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

By October 2023 80% of teachers will have engaged students in grade level standards aligned task as evidenced by our walkthrough data. By November 2023 80% of teachers will have monitored students for mastery of the standards and provided them with immediate feedback. By January 2024 100% of teachers will have engaged students in standards aligned content and tasks as evidenced by our walk through data. By January 2024 100% of our teachers monitor students for daily mastery of standards and provide them with immediate feedback.

Monitoring:

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

Grade level standards based instruction, aggressive monitoring of standards mastery and academic feedback will be monitored by walkthroughs that collect evidence for "look fors for teacher, student and environment outcomes. Individualized feedback, "in the moment coaching" and individual data chats with teachers. Progress monitoring of student performance through I-ready diagnostic data as well as science benchmark PM. Teachers will be on a tiered plan for differentiated coaching. Professional development will be aligned to our walk-through data.

Person responsible for monitoring outcome:

Glennis Perez (glennis.perez@charter.hcps.net)

Evidence-based Intervention:

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

- PLC's will be focused on standards based planning, questioning and discussion, critical thinking and collaboration as well as looking at student work for common misconceptions, exit ticket analysis, aggressive monitoring and student feedback.
- Professional learning communities will also focus on data analysis of current student performance data with a focus on our black students, students with disabilities and economically disadvantaged students to identify strengths and areas for improvement. Teachers will design instruction based on areas for improvement to ensure students are engaging in the rigor of grade level standards.
- Professional growth opportunities in content knowledge and pedagogy will be provided by the leadership team through coaching cycles and job embedded professional development.
- New line boards to increase interactive learning and collaboration amongst students which are correlated to our instructional priorities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

-We will use standards based planning and PLC's to strengthen teacher practice in order to raise student achievement.

-PLC's will be focused on standards based planning, questioning and discussion, critical thinking and collaboration as well as looking at student work for common misconceptions, exit ticket analysis, aggressive monitoring and student feedback.

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.

Weekly PLC's to further develop the instructional practices of our teachers.

Bi-Weekly data chats to analyze small group data and bi-weekly progress monitoring.

-Observation and feedback.

-Coaching cycles

Purchasing of newline boards, also known as interactive whiteboards, to enhance instruction and increase student achievement in alignment with our school improvement goals in several ways.

1. **Interactive Learning:** Newline boards allow for interactive lessons. Teachers can engage students by using touch-screen technology to draw diagrams, annotate text, and manipulate digital content. This interactivity can make lessons more engaging and memorable, helping students grasp complex concepts more effectively.
2. **Multimedia Integration:** Newline boards can display a wide range of multimedia content, including videos, animations, and interactive simulations. This versatility enables teachers to use different teaching modalities to cater to various learning styles, making it easier for students to understand and retain information.
3. **Real-time Assessment:** Interactive boards enable real-time assessment. Teachers can use quizzes, polls, and interactive activities to gauge student understanding instantly. This immediate feedback allows our teachers to adjust their teaching strategies on the fly, ensuring that all students are on track to meet learning objectives.
4. **Collaborative Learning:** Newline boards support collaborative learning. Students can work together on the same digital canvas, solving problems and sharing ideas. This fosters teamwork, critical thinking, and communication skills, all of which are valuable for student achievement.
5. **Accessibility:** Newline boards can enhance accessibility for all students, including those with disabilities. Features such as text-to-speech, magnification, and easy content manipulation can help ensure that all students can access and participate in the learning process.
6. **Customized Content:** Teachers can create and save customized content for their lessons. This allows educators to align instructional materials with specific learning objectives and adapt them as needed to address individual student needs and learning pace.

Person Responsible: Jennette Sink (jennette.sink@charter.hcps.net)

By When: August 2023

#3. 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.

Positive Culture and Climate in order to increase attendance rates.

Measurable Outcome:

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

To decrease the number of chronic absenteeism from 36% to 20% and to increase the Percent of students in attendance from 90% to 92% for all students but specifically our black students, students with disabilities and those that are economically disadvantaged.

Monitoring:

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

Will will monitor this area of focus with weekly HR attendance reports as well as monthly attendance reports.

Person responsible for monitoring outcome:

Esque Dollar (esque.dollar@charter.hcps.net)

Evidence-based Intervention:

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

MTSS attendance focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

MTSS will allow us to target students with chronic absenteeism and implement early interventions at a tiered level support.

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.

Tier 1:-Ensure that attendance are clearly presented in our weekly parent newsletter.-Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community.-Host events to celebrate great attendance and improved attendance for parents and students. Monthly PBIS celebrations sponsored by Wawa. Tier 2:-Provide recognition and rewards to individual students and families for excellent attendance or improvement on attendance that reversed an at-risk trajectory.-Attendance monitor will make personal calls to families of at-risk students with 3 or more absences in a month.-Dean of students will make home visits for students who have excessive absences. Tier 3:-Share and connect families with community resources.-Place students with mentors based on attendance records from prior year(s), Check and Connect.-Refer students for additional support and evaluation as needed.

Person Responsible: Esque Dollar (esque.dollar@charter.hcps.net)

By When: August 2023

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).

Our 22-23 ELA data showed an increase from 8% proficiency to 21% proficiency which we attribute to our focus on small group instruction. The school improvement team discussed the need for para-professionals to serve as interventionist to assist teachers with our small group intervention model. UniSig dollars have been allocated to fund two paraprofessionals, one for K-1, and one for 2nd grade. Title 1 dollars are funding a literacy coach that will work with teachers to improve instructional practices in ELA but she will also work with small groups in grades 3-5. Title 1 funds are also being used to fund an MTSS coordinator that will help us with attendance, behavior strategies and small group instruction in grades 4 and 5.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergarten-2nd grade we used I-Ready Diagnostic and STAR Progress monitoring data to monitor student progress. The spring diagnostic data for each grade level is as follows:
67% of Kindergarten scholars scored proficient and 33% scored at tier 3 on the Spring 22 diagnostic assessment.

30% of 1st grade scholars scored proficient, 64% scored at tier 2 and 3% where at risk for tier 3.

26% of 2nd grade scholars scored proficient, 35% scored at tier 2 and 27% where at risk for tier 3.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

We identified a critical need to improve our practices in ELA instruction and student outcomes. Based on our 22-23 FAST PM data students in grades 3, 4, 5 demonstrated 21% proficiency overall. This was a significant increase from the prior school year but we still have much room for growth. Therefore an area

of focus for the 22-23 school year is increasing overall proficiency, learning gains and learning gains of the bottom quartile.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Our goal is to improve the percent of students scoring proficient in Kindergarten from 52% to 60% and to increase the proficiency in 1st grade from 35% to 45% and 2nd grade from 30% to 40% as measured by FAST S.T.A.R progress monitoring assessment by Spring 2024.

Grades 3-5 Measurable Outcomes

Our goal is to increase the percent of students scoring proficient in reading from 21% to 30%, have at least 50% of our students make learning gains and for 60% of our bottom quartile to make gains as measured by FAST PM 3 data.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Progress Monitoring of student Achievement data.

Teachers will track and monitor weekly standards aligned quiz data, bi-weekly Wonders PM data, Weekly standards mastery data in our data tracker. Leadership team will hold weekly data analysis meetings to look at weekly trends and plan next steps for improvement. Principal and instructional coach will hold bi-weekly data chats with teachers to discuss trends in grade level data and plan action steps to address any gaps. We will also plan for next steps after each i-ready diagnostic and FAST assessment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Perez, Glennis, glennis.perez@charter.hcps.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Our MTSS practices are evidenced based and focus on small group interventions in reading which are aligned to B.E.S.T standards as well as the K-12 Comprehensive Reading Plan.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

We identified a need based on our I-ready and FAST PM 3 data for small group intervention. We will focus our MTSS small group interventions on phonics, fluency and decoding as well as reading comprehension in guided reading groups. We will use Reading Mastery as well as UFLI foundations program which has a strong focus on the science of reading.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
-------------	-----------------------------------

Our Literacy Coach will work with ELA teachers on improving teacher practices. She will provide training and coaching on evidence based practices of higher order thinking and discussion skills, student collaboration and monitoring students and providing feedback specific to the content standard. She will be responsible for teacher data trackers are up to date and ready for our bi-weekly data chats and action planning meetings with teachers.

Perez, Glennis,
glennis.perez@charter.hcps.net

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.

VOEA's school improvement plan, UniSIG budget and SWP is disseminated to all stakeholders in various ways. We first presented the plan and budget at our Annual Title 1 meeting held on August 17, 2023. We will continue to monitor the implementation of the plan with all stakeholders at our monthly SAC meeting where we discuss progress towards our school improvement goals and share diagnostic as well as FAST progress monitoring data with all stakeholders.

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))

VOEA builds positive relationships with parents, families and community stakeholders at our monthly parent meetings. We hold I-moms and All-pro dads meeting monthly with our parents and community stakeholders as well as monthly SAC meetings to discuss progress towards our school improvement goals. Our school website is www.villageofexcellence.org

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)

Our area of focus is to continue to improve instruction in the area of ELA specifically focusing on the science of reading and small group interventions. We are using our UniSIG dollars and Title 1 funds for two para-professionals who will serve as interventionist in K-2 and our Literacy coach and RTI coordinator who will provide ELA intervention in grades 3-5.

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))

We developed this plan in accordance with Federal, state and local services by ensuring that federal dollars are being used to impact and improve instruction in ELA.

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))

We have contracted a mental health professional who provides mental health counseling and group counseling to our students once per week. We have also partnered with Chyalis Behavioral Health Services to provide tier 3 interventions for families which include family counseling, individual counseling and referrals for ABA therapists when needed.

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))

This year we have launched our Young Entrepreneurs program which occurs daily through our morning show. We are teaching our students about the business world, financial literacy, developing a business plan which will all culminate with a community showcase. Our scholars will present their business plans during our community showcase.

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 have a school wide behavior plan that focuses on restorative practices and trauma informed care. Our staff developed a tiered system of support that includes developing and monitoring individual behavior plans for students identified as needing more support. At a tier 3 level we refer students for FBA's and develop PBIP as needed as well as offering individual as well as family counseling services.

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))

We hold weekly professional development based on our instructional priorities which are our area of focus every Monday. We hold bi-weekly data chats with teachers and para-professionals to discuss our biweekly progress monitoring data, areas in need of improvement and to develop next steps for groups of students. We focus on recruiting highly effective staff by ensuring new hires are certified and retain effective teachers by providing incentives and rewards for highly effective teaching practices and student outcomes.

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 are opening an VPK to ensure that our pre-school students are ready for Kindergarten by implementing an evidence based curriculum and hiring certified VPK staff.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Intervention				\$85,581.46
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	6608 - Village Of Excel. Acad.	UniSIG	1.0	\$45,000.00
<i>Notes: Para-professional BD level to serve as interventionist</i>						
	5100	394	6608 - Village Of Excel. Acad.	UniSIG		\$32,000.00
<i>Notes: Aide to provide support to small group instruction.</i>						
	5100	394	6608 - Village Of Excel. Acad.	UniSIG		\$6,000.00
<i>Notes: Purchase 2 Newline boards to support learning in the classroom.</i>						
	5100	394	6608 - Village Of Excel. Acad.	UniSIG		\$2,200.00
<i>Notes: Purchase technology related supplies adapters, headphones, routers, and thumb drives.</i>						
	5100	394	6608 - Village Of Excel. Acad.	UniSIG		\$381.46
<i>Notes: Purchase supplies for teachers and students to support their learning. The school will purchase notebook paper, copy paper, pens, pencils, markers, crayons, notebooks, and file folders.</i>						
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
					Total:	\$85,581.46

Budget Approval

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

No