

Hillsborough County Public Schools

Florida Autism Charter School Of Excellence School



2023-24

Schoolwide Improvement Plan (SIP)

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Florida Autism Charter School Of Excellence

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[no web address on file]

School Board Approval

This plan was approved by the Hillsborough County School Board on 9/20/2023.

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.

FACE educates students with autism, to achieve their highest potential.

Provide the school's vision statement.

FACE is the school of choice for students impacted by autism, professionals dedicated to their education, and the autism community at large.

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
Sampson, Sydney	Principal	Responsible for "big-picture" operations and grant management.
Howard-Willms, Sarah	Assistant Principal	Responsible for "day-to-day" operations and supporting grant management.

Stakeholder Involvement and SIP Development

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

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

The School Advisory Council was consulted in the development of this School Improvement Plan, and the staff and families contributed by submitting their feedback through Surveys at the end of the 2022-2023 school year.

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 monitored by the Principal and Assistant Principal on a quarterly basis, evaluating the impact of budgetary spending on goals and measurable outcome. Progress will be discussed with the School Advisory Council, and feedback will be sought out as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	77%
2022-23 Economically Disadvantaged (FRL) Rate	99%
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)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: I
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	5	3	7	8	11	7	6	6	7	60
One or more suspensions	0	1	0	0	0	0	0	2	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide 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	4	0	0	0	0	0	4

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

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

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	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Absent 10% or more school days	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	15	51	53	19	51	55	17		
ELA Learning Gains				36			32		
ELA Lowest 25th Percentile				25			40		
Math Achievement*	12	50	55	26	41	42	25		
Math Learning Gains				39			36		
Math Lowest 25th Percentile				27					

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	24	48	52	24	48	54	30		
Social Studies Achievement*	16	65	68	36	57	59	55		
Middle School Acceleration		70	70		51	51			
Graduation Rate		83	74		44	50			
College and Career Acceleration		33	53		68	70			
ELP Progress		52	55		73	70			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	67
Total Components for the Federal Index	4
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	8
Percent Tested	99
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	17	Yes	4	4
ELL				
AMI				
ASN				
BLK	20	Yes	3	3
HSP	14	Yes	3	2
MUL				
PAC				
WHT	9	Yes	3	3
FRL	21	Yes	4	1

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	29	Yes	3	3
ELL				
AMI				
ASN				
BLK	26	Yes	2	2
HSP	30	Yes	2	1
MUL				
PAC				
WHT	23	Yes	2	2
FRL	32	Yes	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	15			12			24	16				
SWD	15			12			24	16			4	
ELL												
AMI												
ASN												
BLK	14			13			33				3	
HSP	15			12			14				3	
MUL												
PAC												
WHT	12			6							2	
FRL	19			12			27	27			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	19	36	25	26	39	27	24	36				
SWD	19	36	25	26	39	27	24	36				
ELL												
AMI												
ASN												
BLK	19	32		24	32		25					
HSP	18	28		36	56		10					
MUL												
PAC												
WHT	15	38		12	21		30					
FRL	22	37		30	44		28	30				

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	32	40	25	36		30	55				
SWD	17	32	40	25	36		30	55				
ELL												

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	21	33		30	45							
HSP	4	15		10	8		9					
MUL												
PAC												
WHT	26	64		30								
FRL	19	33		28	33		30	55				

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	*	53%	*	54%	*
03	2023 - Spring	*	46%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	*	55%	*	59%	*
05	2023 - Spring	*	53%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	*	47%	*	51%	*

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.

Our Attendance data shows low performance with high percentages of tardiness and absenteeism. This is a systemic issue for our school for two major reasons 1) FACE has a high population of students from low socio-economic statuses who have barriers for transportation, and 2) FACE is an ESE Center with a 100% population of students with autism and challenging behaviors that affects health and motivation for good/consistent student attendance. We saw trends of poor attendance around school breaks/schedule changes. We also saw habitual absenteeism/truancies from a small group of students.

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

Our Attendance data shows the greatest decline from the 2021-2022 school year, indicative of a trend that was present during the 2021-2022 school year but has worsened over time. There are several factors that contribute to this trend, including ongoing consequences from the COVID-19 pandemic as it relates to health, economics, and school attitudes.

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.

The state averages for 2023 are unknown at this time, but we predict that our attendance data will have the greatest gap when compared to the state average. This is a systemic issue for our school for two major reasons 1) FACE has a high population of students from low socio-economic statuses who have barriers for transportation, and 2) FACE is an ESE Center with a 100% population of students with autism and challenging behaviors that affects health and motivation for good/consistent student attendance.

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

The Retention data showed the most improvement. Although we still have 3 students retained in Grade 3 due to their reading deficiencies and low score on the Grade 3 Reading FAST assessment, that was a 60% retention rate in 2022-2023 compared to the 100% retention rate in 2021-2022. Contributing to this improvement were the following changes: 1) FACE implemented a new instructional program based on the Science of Reading, 2) FACE conducted the Reading Portfolio assessment as an alternative assessment to measure student reading skills and abilities, and conducted a Summer Reading Camp program for all students with reading deficiencies, and 3) FACE benefitted from teacher retention for that Grade 3 class from the 2021-2022 into and throughout the 2022-2023 school year.

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

1) Attendance data (students absent 10% or more days) 2) Retention

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

1) Increase student attendance and punctuality 2) Increase teacher attendance and punctuality 3) Differentiation 4) Decrease student retention by addressing student reading deficiencies with evidence-based practices and Reading-endorsed teacher 5) Improve recruitment and retention of certified teachers

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 Teacher Attendance**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.

FACE experienced very poor staff attendance and punctuality during the 2022-2023 school year, which negatively impacted staff morale plus the accountability and support that could be delivered from the school administration.

Measurable Outcome:

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

FACE will improve staff attendance and punctuality as measured by: 1) decreasing staff callouts and absences to 3 or less per day on average; 2) decreasing staff tardies and early leaves to 5 or less per day on average; 3) increasing the total number of staff with a positive PTO balance to at least 20% at the end of the school year.

Monitoring:

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

FACE changed our Staff Attendance and Punctuality policy as well as our PTO policy for the 2023-2024 school year. Adherence to these policies will be monitored according to our Progressive Discipline Policy.

Person responsible for monitoring outcome:

Sarah Howard-Willms (sarah.howardwillms@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.)

Changes to our Staff Attendance and Punctuality policy, PTO policy, and Progressive Discipline policy were created based on evidence-based practices and recommendations from our HR Specialist (Applied Business Solutions).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

These policies allow the school administration to monitor staff attendance and punctuality with equal accountability and 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 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Create Staff Attendance and Punctuality policy, PTO policy, and Progressive Discipline policy based on evidence-based practices and recommendations from our HR Specialist (Applied Business Solutions).

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 7/19/2023

Implement board-approved Staff Attendance and Punctuality policy, PTO policy, and Progressive Discipline policy upon return of staff for 2023-2024 school year.

Person Responsible: Sarah Howard-Willms (sarah.howardwillms@charter.hcps.net)

By When: 7/24/2023

#2. 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.

FACE experienced very poor student attendance and punctuality during the 2022-2023 school year, which may have negatively impacted student performance and behavior.

Measurable Outcome:

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

FACE will improve student attendance and punctuality as measured by 1) decreasing students with 10% or more absences, 2) decreasing students with 40% or more absences, 3) increasing parent/family accountability by sending alerts/resources to students with consecutive absences or tardies.

Monitoring:

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

Attendance will be monitored by the Principal and Assistant Principal, through daily attendance reports and through the MTSS - Attendance process.

Person responsible for monitoring outcome:

Sydney Sampson (sydney.sampson@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.)

FACE will increase communication by providing daily communication and establishing two-way communication between parent/family and teacher/school using forms or applications.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

FACE will target student attendance by increasing parent/family engagement, which will led to school knowledge/understanding of barriers such as transportation, health, behaviors, and ultimately address those barriers by providing support, access to school resources, and referrals to private/community resources, etc.

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.

Monitor student attendance for first day of the 2023-2024 school year, contacting all parents/families of DNE students plus of students with a history of absenteeism and encouraging improved attendance.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 8/10/2023

Analyze data from each quarter of 2023-2024 school year, contacting all parents/families of students who 1) had 10% or more absences, 2) had 40% or absences, 3) sending alerts to parents/families about

educational time lost, 4) sending school resources or making referrals to community/private resources to parents/families addressing barriers to attendance.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 10/12/2023, 12/22/2023, 3/20/2024, 5/24/24

1) Hiring a parent/family member of a FACE student as a Parent and Family Engagement Liaison as supported by Title I funding, to serve as liaison between parents and families of FACE students and FACE staff by working closely and conferring with FACE Administration. 2) Hosting parent and family engagement events as supported by Title I funding, to increase parent/family knowledge, understanding, and involvement in their student's education, including on-campus and virtual events. 3) Increasing communication with parents and family members about student daily well-being as well as academic performance and progress on IEP goals through forms and applications

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 7/31/2023-5/24/2024

#3. Instructional Practice specifically relating to Small Group 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.

Our ESSA subgroups identify White, Black, Hispanic students as struggling, as well as Students With Disabilities and students who are Economically Disadvantaged (i.e., qualify for free and reduced meals). The three racial/ethnicity subgroups of White, Black, Hispanic total 90.8% of FACE students, and the Economically Disadvantaged subgroup equals 78.3% of FACE students (based on 2021-2022 Survey 3 data). These four subgroups are struggling equally without statistically significant differences in their low-level performance. This low-level performance, therefore, is more likely due to FACE's status as an ESE Center with 100% Students with Disabilities, almost exclusively with autism spectrum disorder as their primary exceptionality and with over 75% with intellectual disability. Due to these exceptionalities, FACE students have historically struggled to participate in daily instruction and perform during standardized state testing.

Autism is a neurodevelopmental disorder that is characterized by 1) deficits in social communication, 2) deficits in social interaction, and 3) repetitive and ritualistic behaviors and interests. Applied to their performance during standardized state testing, 1) those deficits in social communication lead to issues demonstrating knowledge through expression, 2) those deficits in social interaction lead to difficulties participating in daily instruction which requires staff to spend additional time priming and re-presenting instruction to ensure content is received and comprehended, and 3) those repetitive and ritualistic behaviors and interests distract from the learning process which requires staff to spend additional time preventing or responding to challenging behaviors from lack of interest or motivation in curriculum.

The additional resources of this technology will allow FACE to 1) address social communication needs during instruction by providing text-to-speech alternative or augmented communication, 2) provide additional learning/practice time during instruction with the technological devices and skills required for testing, and 3) encourage student engagement by incorporating innate interest and motivation for technology with curriculum content.

Measurable Outcome:

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

After targeting improved differentiation through small group instruction during daily instruction during the 2023-2024 school year, FACE will increase student academic achievement compared to 2022-2023 data by decreasing the overall percentage of FACE students scoring in the Level 1 performance category on 1) regular assessments for students Grades K-2, 2) regular assessments for students Grades 3-5, and 3) alternate assessments for students Grades 3-12.

Monitoring:

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

FACE will monitor this Area of Focus by 1) reviewing Lesson Plans for implementation of small group instruction with improved differentiation through varied materials and/or supplies, and use of technology hardware and/or software, 2) progress monitoring on academic assessments, 3) progress monitoring of regular state assessments, and 4) reviewing Report Cards for student performance according to grade-level standards mastery.

Person responsible for monitoring outcome:

Sydney Sampson (sydney.sampson@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.)

FACE will improve differentiation through small group instruction during daily instruction by 1) providing professional development trainings and/or meetings on Universal Design for Learning (UDL) to improve differentiation, 2) providing professional development trainings and/or meetings on accommodation, modification, and prompting during instruction to improve differentiation, and 3) providing varied materials and/or supplies for increasing hands-on learning opportunities, and 4) providing increased technology hardware and software for increasing digital learning opportunities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

FACE will improve differentiation through small group instruction during daily instruction to increase student engagement, including the motivation and/or ability for learning. This increased opportunity/motivation for learning will increase the opportunity/motivation for FACE students to demonstrate learning on regular and/or alternate assessments, which will increase overall student academic achievement at FACE.

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.

FACE will provide professional development trainings and/or meetings on Universal Design for Learning (UDL) to improve differentiation during small group instruction.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 7/24/23-8/9/23, 9/29/23, 10/16/23, 1/8/24, 2/19/23, (All professional development/planning days before Spring 2024 testing)

FACE will provide professional development trainings and/or meetings on accommodation, modification, and prompting during instruction to improve differentiation during small group instruction.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 7/24/23-8/9/23, 9/29/23, 10/16/23, 1/8/24, 2/19/23, (All professional development/planning days before Spring 2024 testing)

FACE will provide varied materials and/or supplies for increasing hands-on learning opportunities during small group instruction.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 8/10/23 or ASAP

FACE will provide increased technology hardware and software for increasing digital learning opportunities during small group instruction.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 8/10/23 or ASAP

FACE will provide field trip opportunities to students to offer hand-on learning opportunities, or give unique academic experiences to students that cannot be replicated in the classroom.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 5/24/24

FACE will contract services for Speech, Language, and Occupational Therapy to deliver based on student need. Additionally, FACE will collaborate with and seek professional development from therapists so that teachers may address/increase skills in the classroom that may be operating as a barrier to academic achievement.

Person Responsible: [no one identified]

By When: 8/10/23 or ASAP

FACE will purchase additional technology to 1) address social communication needs during instruction by providing text-to-speech alternative or augmented communication, 2) provide additional learning/practice time during instruction with the technological devices and skills required for testing, and 3) encourage student engagement by incorporating innate interest and motivation for technology with curriculum content.

Person Responsible: Sydney Sampson (sydney.sampson@charter.hcps.net)

By When: 1/8/23 or ASAP

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).

FACE experienced low student performance during the 2022-2023 school year, which may have been related to lack of student engagement during instruction. Our student population is 100% students with autism, many of whom have challenging behaviors and/or intellectual disability, affecting their motivation and ability for learning. Our students would benefit from small group instruction targeting improved differentiation during daily instruction, specifically targeting their increased motivation, increased understanding, and increased opportunities for active participation.

Our ESSA subgroups identify White, Black, Hispanic students as struggling, as well as Students With Disabilities and students who are Economically Disadvantaged (i.e., qualify for free and reduced meals). The three racial/ethnicity subgroups of White, Black, Hispanic total 90.8% of FACE students, and the Economically Disadvantaged subgroup equals 78.3% of FACE students (based on 2021-2022 Survey 3 data). These four subgroups are struggling equally without statistically significant differences in their low-level performance. This low-level performance, therefore, is more likely due to FACE's status as an ESE Center with 100% Students with Disabilities, almost exclusively with autism spectrum disorder as their primary exceptionality and with over 75% with intellectual disability. Due to these exceptionalities, FACE students have historically struggled to participate in daily instruction and perform during standardized state testing.

Autism is a neurodevelopmental disorder that is characterized by 1) deficits in social communication, 2) deficits in social interaction, and 3) repetitive and ritualistic behaviors and interests. Applied to their performance during standardized state testing, 1) those deficits in social communication lead to issues demonstrating knowledge through expression, 2) those deficits in social interaction lead to difficulties participating in daily instruction which requires staff to spend additional time priming and re-presenting instruction to ensure content is received and comprehended, and 3) those repetitive and ritualistic behaviors and interests distract from the learning process which requires staff to spend additional time preventing or responding to challenging behaviors from lack of interest or motivation in curriculum.

The additional resources of this technology will allow FACE to 1) address social communication needs during instruction by providing text-to-speech alternative or augmented communication, 2) provide additional learning/practice time during instruction with the technological devices and skills required for testing, and 3) encourage student engagement by incorporating innate interest and motivation for technology with curriculum content.

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

This does not apply to FACE, since FACE has not been identified as a RAISE school.

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

This does not apply to FACE, since FACE has not been identified as a RAISE school.

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

This does not apply to FACE, since FACE has not been identified as a RAISE school.

Grades 3-5 Measurable Outcomes

This does not apply to FACE, since FACE has not been identified as a RAISE school.

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.

This does not apply to FACE, since FACE has not been identified as a RAISE school.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sampson, Sydney, sydney.sampson@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?

This does not apply to FACE, since FACE has not been identified as a RAISE school.

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?

This does not apply to FACE, since FACE has not been identified as a RAISE school.

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
This does not apply to FACE, since FACE has not been identified as a RAISE school.	Sampson, Sydney, sydney.sampson@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.

The School Improvement Plan, UNISIG budget, and School Wide Program plan is communicated to FACE stakeholders through the following methods 1) discussed in public Board Meetings, 2) discussed in School Advisory Council meetings, and 3) advertised on the FACE website.

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))

1) Hiring a parent/family member of a FACE student as a Parent and Family Engagement Liaison as supported by Title I funding, to serve as liaison between parents and families of FACE students and FACE staff by working closely and conferring with FACE Administration. 2) Hosting parent and family engagement events as supported by Title I funding, to increase parent/family knowledge, understanding, and involvement in their student’s education, including on-campus and virtual events. 3) Increasing communication with parents and family members about student daily well-being as well as academic performance and progress on IEP goals through forms and applications.

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)

FACE will improve access to technology for students and staff for the 2023-2024 to improve quality of student instruction, as measured by: 1) increased time students use technology-based instruction/ intervention, 2) increased student engagement, as measured by: utilizing multiple modalities to access instruction (e.g., interactive Brightlinks board, tablet, paper), 3) increased instructional planning for staff, as measured by: submitting Lesson Plans, submitting IEPs, collecting and entering data, 4) increased use of standards-aligned curriculum resources (electronic or tangibles) during daily instruction, 5) increased use of tangibles during daily instruction.

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))

FACE will integrate the Title I funds/actions to meet this Area of Focus for Differentiating Instruction in coordination with UniSig funds to supplement school supplies plus math/science manipulatives, and fund field trips for hands-on or off-campus learning experiences that cannot be replicated in the classroom.

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))

FACE has a behavior department with an on-campus Board Certified Behavior Analyst (BCBA) to train staff on Applied Behavior Analysis and other evidence-based practices/strategies for educating students with autism. Additionally, FACE utilizes Safety Care to prevent, verbally de-escalate, or physically manage crisis behaviors that would be/are a disruption to the learning environment. Anything outside of the scope of our BCBA are referred to community/private resources.

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))

In addition to individualized post-secondary goals from Transition IEPs, FACE has a Vocational courses that begin for all students starting in Grade 11, and two post-secondary programs for students who defer graduation after Grade 12: a Transition/Vocational Program that offers on-campus and community-based instruction and the Project Search Program that offers a supported internship at Tampa General Hospital.

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).

FACE has a behavior department with an on-campus Board Certified Behavior Analyst (BCBA) to train staff on Applied Behavior Analysis and other evidence-based practices/strategies for educating students with autism. Additionally, FACE utilizes Safety Care to prevent, verbally de-escalate, or physically manage crisis behaviors that would be/are a disruption to the learning environment. Tier 1 students have school or classroom behavior management, Tier 2 have individual behavior management, and Tier 3 have Positive Behavior Intervention Plans written through the IEP process.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional development is offered to teachers, assistants, and other school personnel as: trainings offered by subject matter experts, trainings offered by school administration, and Professional Learning Community meetings offered by school administration or school Leadership team.

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))

FACE has a preschool program led by a certified teacher with certifications in ESE, Elementary Education, and endorsements in PK, ASD, ESOL, and Reading. FACE collaborates with community organizations such as RAISE and SEEDS to continue to support early intervention of our students at home and in the community.

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: Teacher Attendance				\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
3	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$68,648.23
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$3,562.50
			<i>Notes: Purchase supplies that will directly impact student achievement and support small group instruction.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$7,125.00
			<i>Notes: Purchase technology to support small group instruction that will increase student achievement.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$23,329.62
			<i>Notes: Purchase supplemental materials for math and science to support small and whole group instructions that will increase student achievement.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$10,000.00
			<i>Notes: Purchase the supplemental materials from iReady to help with small group instruction that will provide students with an opportunity to increase of their understanding of the standards based on their pretest data.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$5,000.00
			<i>Notes: Purchase subscription Nearpod and Flocabulary that will support students' learning in whole and small group instruction.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$9,000.00

			<i>Notes: Provide fieldtrips for the students that will correlate to their learning of specific standards. This will cover the entrance fee as well as transportation.</i>			
	5100	394	6639 - Florida Autism Charter School Of Excellence	UniSIG		\$10,631.11
			<i>Notes: Provide contracted services for the students of autism to support their needs which will allow them to improve academically.</i>			
					Total:	\$68,648.23

Budget Approval

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

No