

The School District of Palm Beach County

Florida Futures Academy School



2023-24

Schoolwide Improvement Plan (SIP)

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Florida Futures Academy

1760 N CONGRESS AVE, West Palm Beach, FL 33409

<http://www.flfutures.org/>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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 of Florida Futures Academy is to provide the community with a viable alternative for adolescents and young adults to earn a high school diploma. Through a blended, self-paced instructional model, delivery of individualized instruction and support services, relationship building in a nurturing, learning environment. students formerly known as at-risk students will transform into at promise students. The mission is to enable those who cannot currently envision a positive future into becoming young adults who are productive and contributing members of their community.

Provide the school's vision statement.

To partner with The School District of Palm Beach County to strengthen Public Education by offering an alternative to traditional high schools.

To provide at-promise students opportunities to earn their high school diploma while exploring self-improvement through career and college counseling; turning weakness into strengths.

To provide individualized learning as well as group project based learning through an unique blended instructional model.

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
Taylor, Carol	Principal	The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, the principal must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning. I will shape a vision of academic success for all students. Create and develop an atmosphere of caring and trust, focusing on instruction, and building a sense of school community. Cultivating leadership in others. Manage school activities and staff. Develop, implement, and maintain the use of curriculum standards. Establish and oversee class schedules. Counsel and discipline students.

Latimer, Beverly	Psychologist	Listens and access to students' concerns about academic, emotional or social issues. Provides individual and group counseling as appropriate. Administers and evaluates psychological tests and preparing reports. Helps students to process and overcome their problems. Promotes problem solving, anger management and conflict resolutions. Reinforces positive coping skills and resilience. Improves students communication and social skills .Member of the Threat Assessment Team.
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Stakeholder Involvement and SIP Development

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

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

Stakeholders (including the school leadership team, teachers and school staff, parents, students and families, and business or community leaders) input was used in the SIP development process. We are a small campus and I communicate with all stakeholders regularly. I also provide monthly updates on the website and provide reports during Governance Board meetings on the SIP development progress . Newsletters to family will also be utilized to keep them as well the community informed. I will schedule bi-weekly and monthly meetings with staff to discuss feedback reports on what is improving and determine what needs to improve and consider suggestions and options for improvements.

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 School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: Midterms, Semester exams, FAST Progress Monitoring, Florida Standard Assessments, End of Course assessments, and, Teacher made assessments. The FAST assessments will occur three times a year (PM's 1, 2, & 3 in English Language Arts, and Math). The FAST assessments will occur one to two times a year in Algebra I and Geometry.

In addition, we closely monitor the Acceleration and the Graduation Rate of our students in grades 9-12. We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	No
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	14%
Charter School	Yes

RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	
School Improvement Rating History	2021-22: UNSATISFACTORY 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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	2022			2019		
	School	District	State	School	District	State
ELA Achievement*		56	52		57	56
ELA Learning Gains		55	52		51	51
ELA Lowest 25th Percentile		46	41		43	42
Math Achievement*	0	43	41	13	54	51
Math Learning Gains		53	48		45	48
Math Lowest 25th Percentile		52	49		43	45
Science Achievement*		65	61		73	68
Social Studies Achievement*	0	69	68	5	74	73
Middle School Acceleration						
Graduation Rate	0			2		
College and Career Acceleration						
ELP Progress						

* 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	0
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	0
Total Components for the Federal Index	3
Percent Tested	
Graduation Rate	0

ESSA Subgroup Data Review (pre-populated)

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				
ELL				
AMI				
ASN				
BLK	0	Yes	3	3
HSP	0	Yes	3	3
MUL				
PAC				
WHT	0	Yes	1	1
FRL	0	Yes	3	3

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

[illegible][illegible][illegible]

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
AMI												
ASN												
BLK										4		
HSP										0		
MUL												
PAC												
WHT												
FRL										2		

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	11%	50%	-39%	50%	-39%
09	2023 - Spring	*	48%	*	48%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	3%	48%	-45%	50%	-47%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	0%	50%	-50%	48%	-48%

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

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	20%	62%	-42%	63%	-43%

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.

B.E.S.T. Mathematics assessment (Algebra I and Geometry EOC) were the schools lowest performer. The return to in-school from Covid-19 and the economic factors that affected the student(s) home prevented students from returning to school. Trying to help students to catch up was a hit and miss. Our students felt they just couldn't catch up because most could not learn while on line and needed to be in front of a teacher.

In FY23 new B.E.S.T. standards were implemented and new textbooks were adopted to align with the new standards and the new assessments. While teachers were trained in the implementation of benchmark-aligned instruction, not all teachers have mastered this new content.

The lowest performance data was B.E.S.T. Algebra 1 and Geometry EOCs

FY23 B.E.S.T. Algebra 1 Pass Rate 3 of 60 students = 5.0%

FY23 B.E.S.T. Geometry Pass Rate 0 of 32 students = 0.0%

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

B.E.S.T Mathematics assessment (Algebra I and Geometry EOC) . The return to in-school from Covid-19 and the economic factors that affected the student(s) home prevented students from returning to school. Not being able to access technology to connect with the teacher, not having that one-on-one assistance they receive everyday in the classroom. Trying to help students to catch up was a hit and miss. Our students felt they just couldn't catch up because most could not learn while on line and needed to be in front of a teacher.

FSA Algebra 1 Pass Rate has declined since 2021

2021 12.5%

2022 8.33%

2023 5.77%

Geometry Pass Rate has declined since 2019

2019 20%

2021 0%
2022 0%

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.

B.E.S.T Mathematics assessment (Algebra I and Geometry EOC) had the greatest gap when compared to the state average. The return to in-school from Covid-19 and the economic factors that affected the student(s) home prevented students from returning to school.

State average pass rate for Algebra 1 EOC 50%. Florida Futures average pass rate for Algebra 1 EOC 5.77%.

The state average pass rate for Algebra 1 EOC was 44.23% higher than Florida Futures students.

State average pass rate for Geometry EOC 48%. Florida Futures average pass rate for Geometry EOC 0.0% The state average pass rate for Geometry EOC was 48% higher than Florida Futures students.

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

Biology reflected the most improved area of assessments. Biology EOC pass rate improved from FY22 to FY23. In FY22 0% of students passed the Biology EOC. In FY23 23.5% of students passed the Biology EOC. Students were given study guides from each content area, worked in small groups to understand the standards and those who requested additional tutoring worked one-on-one with the instructional team.

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

When reflecting on the EWS data from Part I, student performance on B.E.S.T. Mathematics (Algebra I & Geometry) are potential areas of concern.

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

Take measures to compile and analyze student performance data.

Meet with the instructional team monthly to review student performance data and evaluate the growth of students.

Feedback from the instructional team to be used to determine best practices

Increase graduation rate for those classified as 5th, 6th or 8th year seniors/graduates

Area of Focus

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

teachers with tiered PD. PLCs will focus on student achievement data analysis, best practices, and peer/ buddy support. PLC's and PD will continue throughout the school year.

CSI, TSI and ATSI Resource Review

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

The Leadership Team will plan and attend Collaborative Planning Agendas and from the meeting minutes offer feedback on what worked and did not work. Instructional team informed that classroom observations, lesson plans, and student work samples will be a part of the school improvement plan.

Resources will be available for all instructions through the schools General Funds and if any special grants or funding is made available.

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the district's 5-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them.

Resources and allocations are focused on:

Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

Curriculum Resources: Curriculum resources to enhance ELA, Science, & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center

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.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 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))

Na

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)

NA

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))

NA

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

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Florida Futures Academy School Psychologist and the Instructional Team work in tandem to instruct and support our students across a broad spectrum of need. Classroom instruction around Social Emotional Learning and the competencies of communication and problem solving are deployed schoolwide. The team starts each learning day with a curriculum resource (Reading Plus, APEX or Navigate 360) to build vocabulary, math, and interpersonal skills among our students. This time spent enables students to have more consistency in the ways they interact with their peers, and this fosters greater access to academic curriculum throughout the day. We also implement a multi-tiered system of support (MTSS) for students who need academic or emotional/behavioral support.

Attendance

Count Of Students With Less Than 90% Attendance

FY23 Grade 9: 7 Grade 10: 14 Grade 11: 34 Grade 12: 81 Total: 136

FY22 Grade 9: 6 Grade 10: 22 Grade 11: 33 Grade 12: 140 Total: 201

Suspensions

Count Of Students With One Or More Suspensions (ISS or OSS)

FY23 Grade 9: 1 Grade 10: 7 Grade 11: 6 Grade 12: 4 Total: 18

FY22 Grade 9: 3 Grade 10: 8 Grade 11: 4 Grade 12: 7 Total: 22

While we have seen improvements in attendance and reductions in suspensions from FY22 to FY23 there is still room for improvement. We will especially focus on improving attendance for seniors.

With a baseline of 136 students with less than 90% attendance in FY23, our goal is to reduce this number to 110 students with less than 90% attendance in FY24.

This will impact all of our low-performing subgroups. All students benefit from regular attendance.

How will you target and monitor all of your subgroups? How will you monitor impact?

Measurable Outcome:

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

With a baseline of 136 students with less than 90% attendance in FY23, our goal is to reduce this number to 125 students with less than 90% attendance in FY24.

Improving attendance to less than 125 total students with less than 90% attendance will impact all of our low-performing subgroups. All students benefit from regular attendance.

In FY23 18 students were suspended, in FY24 our goal is to reduce the total suspensions to 15 students.

Monitoring:

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

Our Schoolwide Discipline Plan and Schoolwide Attendance Plan will be implemented in FY24. Staff and students will be trained on the new plans. These plans will impact all of our low performing subgroups.

Scheduled daily pulling of attendance and suspension data by Principal and monitored by subgroups.

• Scheduled weekly meetings with attendance/suspension team to review data by subgroups, monitor progress and implement tiered interventions

- Administrative meetings with teachers 2x/week to discuss individual student attendance/suspension with emphasis on low performing subgroups.

Person responsible for monitoring outcome:

Carol Taylor (carol.taylor@pbcharterschools.org)

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.)

Schoolwide Discipline Plan

Schoolwide Attendance Plan

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Schoolwide Attendance Plan: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.

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.

Attendance Plan

-Tiered attendance interventions including teachers, and administration

-Teachers call from days 1-2 consecutive absences

-Administration involvement at day 3

Events surrounding perfect and improved attendance

Incentives for attendance

Parent communication regarding the importance of attendance

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: August 2023-May 2024

Discipline Plan

Reviewed discipline procedures with whole school staff during Aug PD to request feedback

Reviewed plan with all students and set expectations for the 23-24 school year

Communication sent to families

-2x/month administrative 1:1 meetings with teachers to review tiered intervention strategies

Weekly meetings with administrative team to audit discipline incidents and review consistent consequences administrative action being administered

Positive behavior intervention system within classrooms

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: August 2023 - May 2024

#2. Instructional Practice specifically relating to Math

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.

Florida Futures Academy School Psychologist and the Instructional Team work in tandem to instruct and support our students across a broad spectrum of need. Classroom instruction around Social Emotional Learning and the competencies of communication and problem solving are deployed schoolwide. The team starts each learning day with a curriculum resource (Reading Plus, APEX or Navigate 360) to build vocabulary, math, and interpersonal skills among our students. This time spent enables students to have more consistency in the ways they interact with their peers, and this fosters greater access to academic curriculum throughout the day. We also implement a multi-tiered system of support (MTSS) for students who need academic or emotional/behavioral support.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth.

B.E.S.T. Mathematics assessment (Algebra I and Geometry EOC) were the schools lowest performers. In FY23 new B.E.S.T. standards were implemented and new textbooks were adopted to align with the new standards and the new assessments. While teachers were trained in the implementation of benchmark-aligned instruction, not all teachers have mastered this new content.

The lowest performance data was B.E.S.T. Algebra 1 and Geometry EOCs

FY23 B.E.S.T. Algebra 1 Pass Rate 3 of 60 students = 5.0%

FY23 B.E.S.T. Geometry Pass Rate 0 of 32 students = 0.0%

FSA Algebra 1 Pass Rate has declined since 2021

2021 12.5%

2022 8.33%

2023 5.77%

Geometry Pass Rate has declined since 2019

2019 20%

2021 0%

2022 0%

Measurable Outcome:

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

FY23 B.E.S.T. Algebra 1 Pass Rate 3 of 60 students = 5.0%. In FY24, Florida Futures Academy will increase the Algebra 1 Pass Rate to 8%.

FY23 B.E.S.T. Geometry Pass Rate 0 of 32 students = 0.0%. In FY24, Florida Futures Academy will increase the Geometry Pass Rate to 3%.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

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.

Incorporate Small group instruction:

1. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
2. Teachers will analyze student data to determine strengths and weaknesses in content area.
3. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
4. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
5. Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: Small group instruction will begin within the first two weeks of school. Teachers will review data from FY23 and they will conduct formative assessments to ensure proper placement of students within the groups. The small group participation is fluid and flexible and will be updated continuously from data analysis. Small groups will continue throughout the year.

Analyze student data to determine students for tutorial groups and the support necessary.

2. Choose research-based supplemental materials and resources to during tutorials.
3. Analyze teacher classroom data to determine who will be tutors.
4. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
5. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: Tutorials will begin during the second semester in January 2024. Student participants will be chosen based on data. They will be grouped based on need and separated by content. Tutorials will continue through May of 2024.

Adaptive Technology

1. Provide teachers with professional development to ensure appropriate use of adaptive technology.
2. Teachers will develop a rotational schedule to ensure all students have access to technology.
3. Teachers will engage students in small group instruction based on adaptive technology results. Small groups are fluid and flexible and will be updated based on data and student needs.

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: Technology will begin within the second week of school. Students will participate in formative assessments using adaptive technology (add name here). Students will utilize the program during the content area block. The program will be used throughout the school year.

PLCs/Professional Development

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs
3. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
5. Instructional coaches will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible: Carol Taylor (carol.taylor@pbcharterschools.org)

By When: PLCs and Professional Development will begin within the first month of the start of the new year. PDs will be determined based on data and observations of classroom walks. Leadership will support

At Florida Futures Academy we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

in FY24 we will provide intentional focus on the following Standards of Mathematical Practices:

(1) Make sense of problems and persevere in solving them; (3) Construct viable arguments and critique the reasoning of others; (5) Use appropriate tools strategically.

Person responsible for monitoring outcome:

Carol Taylor (carol.taylor@pbcharterschools.org)

Evidence-based Intervention:

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

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL. Language Arts teachers will use Study Island, Reading Plus, novel study, and writing strategies to enhance students' ability to integrate knowledge.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Teachers will use dedicated planning time to create inquiry-based units. FFA will also utilize vertical teaming of different grade-level teachers to strategically plan and create support structures for student achievement. Support will be offered to our SWD via scaffolded lessons that are modified to include RTI, SDI, and IEP dictated instructional support. FFA will also support ELL students by utilizing language supports and instructional resources that address specific content areas.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in the FSA tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Both IXL and Math Nation have aided in significantly increasing student achievement when the programs used with fidelity. The Reading Plus program, Study Island, and the incorporation of writing strategies such as CLS are effective tools that enable teachers to differentiate instruction based on a student's specific area of need.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

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