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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To serve individual student needs with individualized attention. To help children develop individual identities by fostering positive self-expression. To support positive self-images through encouragement and positive interactions. To encourage positive interaction through guided student collaboration. To provide children unique opportunities that may not be available at the neighborhood school.

Provide the school's vision statement

Uplifting Minds and Spirits.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Shanda Fox

SFox@aspirecharteracademy.com

Position Title

Executive Director

Job Duties and Responsibilities

Financial, HR, Facilities, Safety

Leadership Team Member #2

Employee's Name

Jodi Shea

jshea@aspirecharteracademy.com

Position Title

Principal

Job Duties and Responsibilities

Curriculum, Teacher training, Testing Coordinator, ESOL Coordinator

Leadership Team Member #3

Employee's Name

Sam Gaitian

Sgaitian@aspirecharteracademy.com

Position Title

Dean and Interventionist

Job Duties and Responsibilities

Behavior intervention and Discipline, Speech/Language Services

Leadership Team Member #4

Employee's Name

Jason Drago

jdrago@aspirecharteracademy.com

Position Title

Director of Transportation

Job Duties and Responsibilities

Transportation, School safety and maintenance

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

The leadership team, Board of Directors, Parents and teachers were consulted in this process.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored on a regular basis to ensure effective implementation and impact on increasing student achievement. This monitoring will occur after each progress monitoring cycle (beginning, middle, and end of the year) and will be visited during monthly data chats. In January, the team will reflect on the progress made and revise the plan, if necessary, utilizing the data collected at that point. SIP monitoring will be shared with stakeholders at our monthly board meetings.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY KG-5
PRIMARY SERVICE TYPE (PER MSID FILE)	ALTERNATIVE EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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)* ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*
SCHOOL IMPROVEMENT RATING HISTORY	2024-25: MAINTAINING 2023-24: MAINTAINING 2022-23: 2021-22: UNSATISFACTORY 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	17	15	17	16	15	17				97
Absent 10% or more school days	1	3	1	2	1	3				11
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	0	0	7	1	1				9
Course failure in Math	0	0	0	0	0	3				3
Level 1 on statewide ELA assessment	7	6	12	11	5	8				49
Level 1 on statewide Math assessment	10	11	10	11	7	9				58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	4	9	5						20
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	7	9	7	5					31

Current Year 2025-26

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	5	4	9	5						23

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	4	1	1				6
Students retained two or more times	0	0	0	0	0	2				2

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	9	7	10	13	10	8				57
One or more suspensions										0
Course failure in English Language Arts (ELA)	4			7						11
Course failure in Math	4			7						11
Level 1 on statewide ELA assessment		1	1	12	12	9				35
Level 1 on statewide Math assessment	2	1	3	10	13	9				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	13	10							27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	13	10							27

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators				5	1	4				10

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3			5						8
Students retained two or more times				1						1

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	18	62	59	10	60	57	20	57	53
Grade 3 ELA Achievement	13	63	59	6	60	58	23	56	53
ELA Learning Gains	45	62	60	32	62	60			
ELA Lowest 25th Percentile		55	56		58	57			
Math Achievement*	11	65	64	12	63	62	6	60	59
Math Learning Gains	23	64	63	23	64	62			
Math Lowest 25th Percentile		48	51		51	52			
Science Achievement	12	66	58	0	66	57	0	63	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	62	63		63	61		59	59	

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	20%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the FPPI	122
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
20%	14%	12%	14%	12%		35%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	26%	Yes	6	4
Black/African American Students	27%	Yes	6	4
Hispanic Students	14%	Yes	2	2
Economically Disadvantaged Students	19%	Yes	6	4

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	18%	13%	45%		11%	23%		12%					
Students With Disabilities	21%		45%		11%	27%							
Black/African American Students	19%	9%	63%		11%	32%							
Hispanic Students	18%				9%								
Economically Disadvantaged Students	17%	15%	42%		11%	19%		8%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	10%	6%	32%		12%	23%		0%					
Students With Disabilities	0%				0%								
Black/African American Students	16%	9%	38%		12%	31%							
Hispanic Students	0%				10%								
Economically Disadvantaged Students	9%	8%	37%		9%	21%		0%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	20%	23%			6%			0%					
Students With Disabilities	0%				0%								
Black/African American Students	19%				4%			0%					
Economically Disadvantaged Students	23%	20%			4%								

E. 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.

There is no assessment data available for this school.

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Attendance improved this year. 2023-2024 we had 57 students absent 10% or more school days. This year 2024-2025 we were able to decrease that amount to 11.

Our population is very unique and needs a different approach to learning. Our students by percentage did make gains in reading and math, even though their scores reflect a level one. We looked at the data from the 2024 PM3 and compared it to the 2025 PM3. Please see the below data:

Kinder:	71% of students made gains in ELA from PM1 of 2024 to PM3 of 2025 78% of students made gains in Math from PM1 of 2024 to PM3 of 2025
1st grade:	53% of students made gains ELA from PM3 of 2024 to PM3 of 2025 54% of students made gains in Math from PM3 of 2024 to PM3 of 2025.
2nd grade:	38% of students made gains in ELA from PM3 of 2024 to PM3 of 2025 57% of students made gains in Math from PM3 of 2024 to PM3 of 2025
3rd grade:	71% of students made gains in ELA from PM3 of 2024 to PM3 of 2025 79% of students made gains in Math from PM3 of 2024 to PM3 of 2025
4th grade:	54% of students made gains in ELA from PM3 of 2024 to PM3 of 2025 30% of students made gains in Math from PM3 of 2024 to PM3 of 2025
5th grade:	27% of students made gains in ELA from PM3 of 2024 to PM3 of 2025 19% of students made gains in Math from PM3 of 2024 to PM3 of 2025

Our area of focus this year will include:

1. Utilize all staff to teach reading
2. Focus on collection of data to drive instruction
3. Tardiness
4. Professional development to support best practices in the classroom
5. Family Engagement

Lowest Performance

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

Our students with a substantial math deficit increased by 3 students and students with 2 or more indicators increased by 10. This is due to the number of students that have recently received and IEP and are now receiving accommodations to support them.

Greatest Decline

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

The greatest decline was the number of students with a substantial reading deficiency. That number decreased by 7. This year we have focused on small group instruction and tier 3 instruction, using a direct instructional program.

Greatest Gap

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.

We have a significant gap in reading and math compared to the state average. This is due to our transient population. The students that enroll with us typically have not had a positive experience in their academic career. Our students also struggle academically and have not had the proper tier 2/ tier 3 support.

EWS Areas of Concern

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

1. Tardiness
2. Reading deficiency

Highest Priorities

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

1. Improve reading and math scores
2. Using data to drive instruction
4. Tardiness

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our focus is to provide explicit instruction daily in the area of reading by providing whole group instruction in the classroom and then providing small group instruction for all students utilizing all staff on campus. Our goal is for all students to become successful, confident readers. By offering small group instruction to all students, we can promote a positive reading experience and meeting the students at their level to give them the foundation skills that they are missing.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In June of 2025, 69% of 3rd grade students scored a level one on the FFAST Reading Assessment. 71% of our 4th grade students scored a level one on the FFAST Reading Assessment and 61% of our 5th grade students scored a level one.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This will be monitored during data chats with the classroom teacher. We will evaluate data and determine if students need to move to a different small group to attain the information and skills.

Person responsible for monitoring outcome

Jodi Shea and individual classroom teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Curriculum that will be used from K-2 will be reading mastery. Grades 3-5 will be corrective reading. We have developed a schedule that will allow all of the staff to teach reading at the same time.

Rationale:

The purpose of this is to make sure that we are meeting all of our students needs. By creating a specific intervention time and using the entire staff 5 days a week we will be able to see growth, collect accurate data.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The school wide reading intervention will take place 5 days a week at a specific time. Assessments will take place the first week of school. Once completed the students will be divided into groups based on their levels.

Person Monitoring:

Jodi Shea

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During monthly data chats with the teachers, discussions will happen to determine growth and success of students. Data will also be given to the Principal weekly for review.

Action Step #2

Implementation of school wide reading intervention.

Person Monitoring:

Jodi Shea

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be divided into groups based on initial assessment. Data will be turned in weekly and discussed during data chats with teacher.

Action Step #3

Reading/word fluency timings will happen daily.

Person Monitoring:

Jodi Shea

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Graphs will be turned in weekly to Principal.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Small group math instruction will happen daily. Our students are not grasping basic math skills, their test scores showed minimal growth.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based our prior data:

78% of Kindergarten students made gains

54% of 1st grade students made gains

57% of 2nd grade students made gains

79% of 3rd grade students made gains

30% of 4th grade students made gains

19% of 5th grade students made gains

Even though they made gains, the majority of our students are still scoring a level 1.

Our goal is to decrease the level 1's scored in math by 1% in each classroom.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

1. Admin. will be visiting classrooms, specifically during math intervention weekly and providing feedback.
2. Weekly data will be collected from the classroom teacher.
3. Data will be discussed during the monthly data chats.

Person responsible for monitoring outcome

Jodi Shea and classroom teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

iReady will be used to group students into intervention groups. The data provided by iReady will also provide specific skills in areas that the students need support. The program will also provide materials for the students to practice. We will also incorporate math fluency tests into the daily routine, along with goal setting.

Rationale:

By providing a specific, direct approach to teaching math, we will be able to increase the skills in our students and decrease the gaps.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implementation of explicit iReady math with fidelity, 5 times a week.

Person Monitoring:

Jodi Shea

By When/Frequency:

Month data chats

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Students will have a specified math intervention time daily. 2. Professional development training will be provided on iReady usage.

Action Step #2

Classrooms will focus on daily math fluency.

Person Monitoring:

Jodi Shea

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Math fluency and goal setting will happen daily in the classroom. 2. Data will be given to the Principal weekly for monitoring

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Area focus will be on professional development, specifically best practices in the classroom. This will elevate the level of learning and engagement of the students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By improving best practices through professional development, we would like to see each student make at least 26% improvement from their prior year test scores in both reading and math.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This area will be monitored by the completion of each professional development and the implementation of items learned during that specific course.

Person responsible for monitoring outcome

Jodi Shea

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Teachers will be assigned specific professional development course work to improve best practices in their classroom.

Rationale:

By improving the quality of teaching, students will be engaged and gains should increase.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Teachers will be assigned specific professional development to support best practices in the

classroom.

Person Monitoring:

Jodi Shea

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Assign professional development classwork 1. Conscious Classroom Management 2. Universal Design 3. Executive Functioning 4. iReady tier 2 intervention This will be monitored by observations in the classroom to see the implementation of items learned and evident within the classroom setting.

Action Step #2

Teachers will be able to take professional development classes based on the goals they set for themselves.

Person Monitoring:

Jodi Shea

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The professional development that the teacher chooses will be discussed at our data chats. The professional development chosen will be based on their prior year evaluation. This will be monitored on certificates of completion and the implementation of learned items in the classrooms.

Area of Focus #4

Address the school’s highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Economically Disadvantaged Students (FRL)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus this year is on tardies. We had 561 for 23-24 school year. This year we had 1257 tardies. This impacts student learning in a variety of ways. Students miss the beginning of the day, when daily information is provided to the students. They also miss the opportunity to engage with students in a non-academic way. Students also have been missing core academics by being tardy, which impacts their learning and test scores.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our tardies this year were 1257, which is double what it was the previous year (23.24) 561 tardies.

Kinder- 209

1st-276

2nd- 200

3rd-210
4th-209
5th- 153

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

This data will be monitored on a weekly basis. Phone calls will be made home regarding expectation of timeliness to school and attendance.

Person responsible for monitoring outcome

Kailyn Lacaillade

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Action is a whole-school reform strategy designed to improve social-emotional, attendance, and achievement outcomes by building school climate, self-control, goal setting, problem-solving, persistence, and other skills.

Rationale:

By improving engagement, connecting with families and including our social worker to help provide support to families, we have a wrap-around service that will support our students to becoming positive learners

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Improve our students being on time for school by increasing engagement.

Person Monitoring:

Kailyn Lacaillade

By When/Frequency:

weekly/Friday

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Teachers engaging with students during morning entrance 2. Connecting with families 3. Include social worker in the process

Action Step #2

Increase students on time attendance

Person Monitoring:

Kailyn Lacaillade

By When/Frequency:

weekly/Friday

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Daily schedule will be changed and positive reinforcements put in place.

Action Step #3

Daily Schedule changed

Person Monitoring:

Kailyn Lacaillade

By When/Frequency:

weekly/Friday

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The daily schedule was changed this year, so that core subjects were not the first class of the day. We hope this will allow more students to be completely engaged during the reading block.

Action Step #4

Positive engagement for on time arrival to school

Person Monitoring:

classroom teachers

By When/Frequency:

daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

1. Students will be awarded points on the point sheet for on time arrival 2. Classroom teachers will award class for those students that are on-time

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive Action is a whole-school reform strategy designed to improve social-emotional, attendance, and achievement outcomes by building school climate, self-control, goal-setting, problem-solving, persistence, and other skills. Students learn these skills through structured discussions and activities, games, and role plays. Teachers receive detailed manuals and materials to support 140, 15-20 minute lessons per year, 4 days per week. Parents also receive handbooks that parallel the school lessons.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Based on the EWS, our focus is also on attendance, last year we had 11 students that were absent 10% or more school days during the year. We had 1257 tardies for the school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This data will be monitored on a weekly basis. Phone calls will be made home regarding expectation of timeliness to school and attendance. The goal is to decrease tardies by 50%.

Person responsible for monitoring outcome

Jodi Shea

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Positive Action is a whole-school reform strategy designed to improve social-emotional, attendance, and achievement outcomes by building school climate, self-control, goal setting, problem-solving, persistence, and other skills.

Rationale:

By improving engagement, connecting with families and including our social working to help provide support to families, we have a wraparound service that will support our students to becoming positive learners. Our goal is to provide our students an opportunity to learn and develop their own form of self-regulation. We have monthly perfect attendance awards. We have student of the month: to honor those students that participate, have a positive attitude, respectful, take responsibility for their actions and they always try their best.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implementation of positive action

Person Monitoring:

Jodi Shea

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data will be kept on each student to determine effectiveness of the program. Data will be used to support behaviors in the classroom and kept for data purposes.

Action Step #2

Increase positive environment

Person Monitoring:

Jodi Shea

By When/Frequency:

monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will offer SEL/classroom meetings first thing in the morning. We also will offer art and games as part of our daily schedule. Also, perfect attendance awards, student of the month club, along with dollar time and the school store on Fridays.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

aspirecharteracademy.com

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

aspirecharteracademy.com

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

We plan on strengthening our academic program by planning professional development based on needs of the teachers. Increasing the amount of time focused on academics. Collecting academic data on a weekly basis to support instruction,

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

1. We provide daily social emotional curriculum to our students.
2. Mental health counselor comes to campus one time a week.
3. Social Worker comes to campus one time a week.
4. SNAP program OCPS.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

n/a

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

We have implemented school wide classroom rules, so that all the classrooms have the same expectations. Incident forms are provided for families. We also have a daily point sheet that is tied to money once the parents sign the sheet and return the next day. Dollar time is provided at the end of each day as a reward and earned money can be spent on Fridays at our school store.

Consequences for Level 1 Behavior:

1. Restorative practice
2. Sit out at PE/Lunch
3. Change seat assignment
4. Writing assignment

Level 2

1. ISS
2. Writing sentences
3. Think Sheet-age appropriate
4. Work folder provided by classroom teacher
5. Phone call home by the teacher

Level 3

1. ISS
2. Parent meeting
3. See behaviors for Level 2
4. Starte with 1 day ISS, then move to 2 days ISS, then 3 days ISS, before suspension (if this behavior hits 2 occurrences, then behavior team meeting will happen and begin to collect data.

Our classroom focus is on the positive and student teamwork. Jars and fluffys for students to earn a class reward.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

We provide professional development based on classroom observations:

1. Conscious Classroom Management- book study
2. Executive Functioning Disorder-book study

We also utilize the Orange County professional development portal. Professional Development classes are assigned to the teachers and they are able to take classes that will benefit them.

1. Universal Design

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

n/a

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00