Orange County Public Schools

ASPIRE ACADEMY CHARTER



2026-27 Schoolwide Improvement Plan

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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
Angela Poupart

apoupart@aspirecharteracademy.com

Position Title
Resource Teacher

Job Duties and Responsibilities

Provide specialized services to students, RTI,

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 the point. SIP monitoring will be shared with stakeholders at our monthly board meetings.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **KG-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**ALTERNATIVE EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)***
SCHOOL IMPROVEMENT RATING HISTORY	**2025-26:** **2024-25: MAINTAINING** **2023-24: MAINTAINING** **2022-23:** **2021-22: UNSATISFACTORY**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	10	18	12	17	14	5				76
Absent 10% or more school days	1	10	6	5	2	1				25
One or more suspensions		5	3	5	3	3				19
Course failure in English Language Arts (ELA)										0
Course failure in Math					1					1
Level 1 on statewide ELA assessment	2	9	6	10	7	6				40
Level 1 on statewide Math assessment	2	7	8	12	9	6				44
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	9	6	10						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	7	8	12	9					38

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	10	9	10	9	5				45

Current Year 2026-27

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	2			4						6
Students retained two or more times				1						1

Prior Year (2025-26) 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	
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
Course failure in English Language Arts (ELA)				7	1	1				9
Course failure in Math						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

Prior Year (2025-26) 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	4	9	5						23

Prior Year (2025-26) 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				4	1	1				6
Students retained two or more times						2				2

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 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	13	65	62	18	62	59	10	60	57
Grade 3 ELA Achievement	13	65	61	13	63	59	6	60	58
ELA Learning Gains	17	63	63	45	62	60	32	62	60
ELA Lowest 25th Percentile		55	58		55	56		58	57
Math Achievement*	0	67	66	11	65	64	12	63	62
Math Learning Gains	22	65	64	23	64	63	23	64	62
Math Lowest 25th Percentile		48	50		48	51		51	52
Science Achievement		69	62	12	66	58	0	66	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					62	63		63	61

*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)

2025-26 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	13%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	65
Total Components for the FPPI	5
Percent Tested	91%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
13%	20%	14%	12%	14%	12%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	12%	Yes	7	5
Black/African American Students	9%	Yes	7	5
Economically Disadvantaged Students	13%	Yes	7	5

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	13%	13%	17%		0%	22%							
Students With Disabilities	13%		18%		0%	18%							
Black/African American Students	9%	7%	15%		0%	15%							
Economically Disadvantaged Students	12%	15%	13%		0%	25%							

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%					

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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	11%	63%	-52%	60%	-49%
Math	3	0%	67%	-67%	66%	-66%
ELA	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
ELA	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	4	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Math	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Science	5	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

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. 24-25 school we had 46 students that were absent 10% or more school days. This year, 25-26 we had 21 students that were absent 10% or more school days.

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 data from PM1 to PM3 of the current school year to attain percentages of gains.

Kinder: 2024 Reading gains: 71% 2025 Reading gains: 92%
2024 Math gains: 78% 2025. Math gains: 82%
1st grade: 2024 Reading gains: 53% 2025 Reading gains: 79%
2024 Math gains: 54% 2025 Math gains: 71%
2nd grade: 2024 Reading gains: 38% 2025 Reading gains: 58%
2024 Math gains: 57% 2025 Math gains: 92%
3rd grade: 2024 Reading gains: 71%, 2025 Reading gains: 18%
2024 Math gains: 79% 2025 Math gains: 47%
4th grade: 2024 Reading gains: 54% 2025 Reading gains: 50%,
2024 Math gains: 30% 2025 Math gains: 100%
5th grade: 2024 Reading gains: 27% 2025 Reading gains: 40%,
2024 Math gains: 19% 2025 Math gains: 67%

Our focus this year will include:

1. Utilize all staff to teach reading
2. Focus on the 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.

3rd grade performance in reading and math were the lowest gains on campus. Contributing factors: we had a teacher change in the first 9 weeks of school. The classroom teacher did not use data efficiently to drive instruction.

Greatest Decline

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

Our school enrollment decreased by 16 students. Our population of students is transient. School is not a priority and transportation and caused a struggle with getting students to campus.

We had a decrease of 12 students scoring a level one in math. Teachers provided more hands on opportunities and focused on basic skills needed to be successful.

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 have lacked lacked being enrolled in pre-school, building those foundational skills. Our students come to us because they are struggling and have not had the proper tier 2 and 3 support.

EWS Areas of Concern

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

1. We currently have 29 students on campus that are performing two or more levels below grade level in reading.
2. We currently have 39 students on campus that are performing two or more grade levels below grade level in math.

Highest Priorities

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

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

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.

Instructional Practice specifically relating to Differentiation

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 an uninterrupted 90 min block. In addition, we have an additional 30 min. for explicit small group instruction, all staff members will be participating in small group instruction. 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 meet students at their level to provide the foundational 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.

By improving best practices through professional development, we would like to see each student make at 26% improvement from their prior PM3 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 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
Assign professional development classwork: Differentiation, small group instruction, Rti data collection, etc.

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

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 will based on their prior year evaluation. This will be monitored on certificates of completion and the implementation of learned items in the classroom.

Area of Focus #2

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.

Based on prior year data:

Kinder- 82% of students made gains
1st- 71% of students made gains
2nd- 92% made gains
3rd- 47% made gains
4th- 100% made gains
5th- 67% made gains

Even though our students showed gains in math, the majority of our students are still scoring at a level 1.
Percent scoring level 1 by classroom:
Kinder: 22%. scored a level 1
1st- 73% scored a level 1
2nd- 46% scored a level 1
3rd- 73% scored a level 1
4th- 86%. scored a level 1
5th- 89%. scored a level 1

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 goal is to decrease the level 1's in math by 1% in each classroom by PM3 of 2027.

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, during math and intervention times to monitor small group instruction.
2. During monthly data chats, teachers will need to bring their rti data to discuss skills taught and monitoring strategies.

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:
IXL program will be used to group students based on skill set. These groupings will happen during math intervention. The IXL program will provide materials, support and information to the teacher to support foundational skills.

Rationale:
By providing specific, direct approach to teaching math, we will be able to increase the foundational skills that our students need to be successful.

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 IXL with fidelity once a week and then again following up in small group to support the skills taught.

Person Monitoring:
Jodi Shea

By When/Frequency:
Monthly 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 one time a week spent on IXL math.
2. Small group instruction will happen 5 days a week as a teacher directed activity to work on foundational skills, practice skills.

Action Step #2
Students will take daily timings on: addition, subtraction, math or division. Students will have a goal set, then will track and monitor their own progress.

Person Monitoring:
Jodi Shea and classroom teacher

By When/Frequency:
monthly during data chats

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Fluency tests will happen daily in the classroom. Goals will have been set by the classroom teacher. Student will chart growth and have discussions with the teacher about success.

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 schools 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 continues to be attendance. We had 27 students this year that had over 10% absences. Our tardies have increased from 1257 to 1715 this year.

Our goal is to decrease the number of absences and tardies this year by 10%.

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.

The absences and tardies will be monitored by our registrar. Phone calls will be made home have 2 absences or 2 tardies. Letters will be sent home explaining our absence/tardy policy. Conferences will be held with parents to offer assistance in getting their children to school.

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 positive 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 helping to 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 and student of the month luncheons.

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 positive behaviors and attendance. We will offer SEL classroom meetings first thing in the morning. We also have changed our schedule to have core subjects a little later in the morning to make sure those that are tardy do not miss them. We also have dollar time daily to support students who are on time and dollar store on Friday for students to spend their points earned.

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 teachers. Increasing the amount of time focused on academics, collecting academic data on a weekly basis to support instruction. We will have frequent meetings to discuss the collection of data and how data is used to drive instruction in the classroom.

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 to support students.
3. Social worker comes to campus one time per week to provide support to students/families.
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)).

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 consequences for Level 2
4. Start with 1 day ISS, then move to days ISS, then 3 days ISS, before suspension (if this behavior hits 2 occurrences, then behavior team meeting will take place and we will begin collecting data.

Our classroom focus' on the positive and student teamwork. Jars and fluffys for students to earn class rewards and work as a team.

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. Data driven decision planning
2. small group instruction

We will also use the OCPS professional development portal. Professional development classes are assigned to teachers.

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, TSI, 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.

We opt in for the mental health services. Aspire Charter Academy reviews the use of resources supported by funding sources, including general funds and those dedicated to school improvement activities. The process to determine funding allocations focuses on both student and staff instructional capacity and the capacity/needs of the instructional staff. Once deficiencies are identified, the team develops plans to address the needs.

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).

We will be using the Reading Mastery Program and Touch Math to provide support and foundation skills for our students. These materials will be implemented during Tier 2 and 3. These programs will be used 4-5 times per week. We will meet with teachers to evaluate progress and monitor growth and carry over to the general education classrooms.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Uploaded Budget *Salary: MTSS/Interventionist*	ESSA Subgroups - Students With Disabilities (SWD)	5200/130	UNISIG	1.0	45, 025.79
Uploaded Budget *Benefits*	ESSA Subgroups - Students With Disabilities (SWD)	5200/200	UNISIG	0.0	10, 974.21
Uploaded Budget *Salary: Resource Teacher*	ESSA Subgroups - Students With Disabilities (SWD)	5200/130	UNISIG	1.0	45, 025.79
Uploaded Budget *Benefits*	ESSA Subgroups - Students With Disabilities (SWD)	5200/200	UNISIG	0.0	10, 974.21
Uploaded Budget *Purchase 2 Paraprofessionals to assist with small group instruction and intenseive Tier 2 interventions*	ESSA Subgroups - Students With Disabilities (SWD)	5200/150	UNISIG	2.0	19, 700.00
Uploaded Budget *Benefits*	ESSA Subgroups - Students With Disabilities (SWD)	5200/200	UNISIG	0.0	4, 800.00
Uploaded Budget *Chromebooks 2 @ $3,750 each*	ESSA Subgroups - Students With Disabilities (SWD)	5200/643	UNISIG	0.0	7, 500.00
Uploaded Budget *Supplies (paper, pens. folders, composition notebooks)*	ESSA Subgroups - Students With Disabilities (SWD)	5200/510	UNISIG	0.0	519.00
Uploaded Budget *Indirect @ 4%*		7200/792	UNISIG	0.0	5, 481.00
Total	Uploaded Budget				150, 000.00

Plan Budget Total	**150, 000.00**