

Independence Classical Academy



2022-2023 Schoolwide Improvement Plan

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Independence Classical Academy

2902 S Jenkins Road, Fort Pierce, FL 34981

<https://www.icacharter.org>

Demographics

Executive Director of Operations: Sandy Howard

Start date: 04/01/2020

2022-23 Status	Active
School Type and Grades Served (per MSID File)	Elementary and Middle School K-8
Primary Service Type (per MSID File)	K-8 Classical Education
2022-23 Title I School	Yes
2022-23 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	62.7%
2022-23 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically disadvantaged Students Hispanic/Latino Ethnicity MultiRacial Students Students with Disabilities White Students
School Grades History	2022 C

2022-23 School Improvement (SI) Information*

SI Region	Southeast
Regional Executive Director	Sandy Howard
Turnaround Option/Cycle	N/A
Year	2022
Support Tier	TS&I
ESSA Status	B

*As defined under Rule 6A-1.099811, Florida Administrative Code.

Governing Board Approval

This plan was approved by the Independence Classical Academy Governing Board at a publicly noticed, regularly scheduled meeting in October 2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Target Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

- Have a school grade of D or F
- Have a graduation rate of 67% or lower
- Have an overall Federal Index below 41%

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Independence Classical Academy exists to provide a disciplined and highly engaging learning environment rich in scholarship, character building and citizenship, and moral virtue, with an emphasis on literacy, civics, and classical liberal arts. This time-tested, classical liberal arts education will ensure students are highly prepared, through rigorous and relevant core content, to be highly productive and successful citizens with a strong sense of character and civic responsibility.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Job Duties and Responsibilities

Sandy Howard

The executive director of operations (EDO) is responsible for overseeing the contracted services, transportation, food service, fiscal solvency, facility management, operational, and legal compliance. The EDO reports directly to the board and works directly with the principal hiring for all departments. S/he works directly with the board to develop financial input for school academic and extra- curricular programs. The EDO communicates with the board, teachers, and parents regarding overall progress toward the school's stated vision, challenges, and successes. She arranges and participates in negotiation contracts, attends conferences, supervises supplemental programs, facilitates parent workshops, writes grants, and serves as a liaison between school and community regarding marketing, open houses, and general school perception. Coaching team leads, mentoring school leaders, and observing and evaluating the principal and administration is another aspect of this position. The EDO provides oversight of the school to ensure the success of its policies and provisions as well as its relationship to the community. This position will take on a variety of operational and administrative responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school growth and community educational needs to develop appropriate growth models. The EDO position seeks to relieve the principal of non-instructional obligations so that s/he can focus almost exclusively on student achievement and the professional development of the teaching staff, as well as ensure student services and operations affecting student life are running smoothly (daily movement and oversight of students/faculty/staff on campus).

The principal works closely to monitor student learning throughout the school year. Areas of focus include monitoring the classroom environment and student response to instruction, providing feedback to faculty to improve the instructional environment, data-based decision making, and oversight of curriculum to increase student achievement. The principal is responsible for evaluating, training, and monitoring the classroom environment including teacher professional development, instructional implementation and evaluation, as well as coaching and monitoring Faculty in the school building. S/he analyzes data in the areas of curriculum, assessments, and student discipline, identifying areas of need while also monitoring the data collection process and providing support to the faculty. S/he administratively supports and monitors the implementation of Tier 1, Tier 2, and Tier 3 interventions to ensure that the needs of all students are met. The administration participates in the design of professional development to meet the needs of the faculty and staff. The administrative team meets regularly to discuss the status of the school, to make decisions, and to facilitate communication both administratively and to school faculty, families, and stakeholders. The principal also handles all hiring and human resources in regards to faculty, staff, tutoring, and aftercare. She works closely with the executive director of operations and director of facilities to ensure the safety and security of all persons on campus, as well as working directly with the dean of students in regards to student discipline, mental health, and threat assessment. The principal leads the school advisory committee in conducting surveys, accreditation, school improvement, and other policy and procedure development. S/he oversees all annual testing including ELL, ESOL, FAST, Star Renaissance, and EOC's. S/he reports to the state through the district completing FTE student and staff surveys, ensuring that entries are properly coded.

Brooke Holcomb

Communications and student life coordinator assists the office and administrative staff by communicating the needs of the school to the public, functioning as the liaison between the faculty and administration as well as outside vendors for events. S/he directs and implements arrival and dismissal of students through the Pik My Kid app as well as communicating those procedures to parents/guardians. Under the direction of the EDO, s/he creates and delivers brand messaging, communications, social media posts, parent and staff newsletters, awards ceremony certificates, and all clubs and after school activities. S/he designs and maintains the website including the school calendar as well as the yearbook, school SIS, G-Suite and phone communications. The coordinator is responsible for student life activities such as field trips, school pictures, events, and fundraisers in conjunction with the EDO, the school principal, the facilities director, and the PTO.

Frances Levy

The registrar manages the student database (SIS-Skyward) and works with school personnel and district/state departments to ensure strict adherence to internal policy and charter requirements. S/he assists ICA families in the completion of all registration and assists students and faculty with training in the SIS, grade entering training and management, coding, and federal and state reporting. The registrar works closely with the EDO on student enrollment approvals and waitlists, responding to family, inquiries and ensuring that all paperwork is submitted in a timely manner and uploaded into all required systems. S/he provides all departments with proper paperwork to ensure student services are met (IEP, 504 plans, health records). The registrar works closely with the EDO to ensure budgets are being presented with appropriate enrollment projections. Working closely with the school principal, s/he assists in the oversight of assessments such as ELL, ESOL, FAST, Star Renaissance, and EOC annual testing.

Kelly Green

The Accounts Payable & HR Liaison supports the administrative/leadership team in all matters regarding policy updates/additions/deletions, assisting in scheduling leadership appointments, receivable funds from clubs, vendors, and families, recording of payments received and reconciliation of funds. S/he maintains and manages invoices, recording and reconciliation as well as internal and external payment processes, reimbursement requests, and deposit slips. The assistant oversees the facility maintenance, scheduling, supervision, and order/inventory of supplies. S/he participates in the supervision of student dismissal, lunch duty, and hall monitoring.

Nicole Vazquez

The school secretary manages the front office, supervises and screens who is on campus including students, parents, faculty and staff, visitors, vendors and others with secure check-in/out procedures. S/he ensures that everyone entering campus is directed to the appropriate department, staff member, or meeting place. The secretary assists in the development of protocols and procedures for reception processes and screens visitors by the proper scanning of IDs through the Raptor system. S/he manages and screens all volunteers and schedules volunteer orientations. S/he works closely with the school principal, communicating to substitute teachers and others who come in from both on and off campus. S/he receives documents and maintains records tracking and distributing documents to the proper faculty/staff. S/he communicates and organizes uniform distribution, receives and delivers deliveries, and works closely with the dean and principal regarding student movement through the front office and clinic. S/he works directly with the school clinician on medication dosing and recording of medication, bumps and bruises, and clinic visits.

Demographic Information

EDO start date

04/01/2020, Sandy Howard

Number of teachers with a 2022 3 year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3 year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

28

Demographic Data

2021-22 Status	Active
School Type and Grades Served (per MSID File)	Elementary and Middle School K-8
Primary Service Type (per MSID File)	K-8 Classical Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65.1%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically disadvantaged Students Hispanic/Latino Ethnicity MultiRacial Students Students with Disabilities White Students
School Grades History	N/A

2022-23 School Improvement (SI) Information*

SI Region	Southeast
Regional Executive Director	Sandy Howard
Turnaround Option/Cycle	N/A
Year	2021
Support Tier	TS&I
ESSA Status	N/A

*As defined under Rule 6A-1.099811, Florida Administrative Code.

Early Warning Systems

Current Year

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	60	46	65	45	42	50	48	41	21	418
Attendance below 90%	14	11	13	8	4	8	1	6	3	68
One or more suspensions	1	0	1	0	0	0	0	2	1	5
Course failure in ELA	*3	2	*1	*2	*1	*1	*5	*3	0	0*
Course failure in Math	*2	1	*1	*4	*1	*8	*2	*9	0	0*
Level 1/intervention on 2022 PM1 Statewide ELA assessment	9	8	26	22	18	18	18	17	13	149
Level 1/intervention on 2022 PM1 Statewide Math assessment	10	4	20	35	35	33	30	25	12	204

*Currently failing quarter 1 course

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
students with two or more indicators	2	5	18	20	19	18	17	15	10	124

The number of students identified as retainees:

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

Date this data was collected or last updated

10/5/2022

Prior Year - As Reported

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Number of students enrolled	31	53	35	30	34	39	37	26	15	290
Attendance below 90%	6	15	12	4	6	8	15	14	5	71
One or more suspensions	5	0	8	4	2	7	6	10	1	43
Course failure in ELA or Math	1	3	4	3	5	0	0	0	0	16
Level 1 on 2021 FSA Statewide ELA assessment	NA	NA	NA	13	13	8	9	8	3	54
Level 1 on 2022 PM1 Statewide Math assessment	NA	NA	NA	9	19	19	10	6	4	67

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
students with two or more indicators	0	1	2	9	12	6	6	4	3	38

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary and middle school or K-8 schools)

School Grade Component	2021	2022	2022	2022
	School	School	District	State
ELA Achievement	36%	46%	46%	52%
ELA Learning Gains	38%	48%	49%	–
ELA Lowest 25th Percentile	27%	39%	43%	–
Math Achievement	19%	25%	44%	51%
Math Learning Gains	15%	48%	54%	–

Math Lowest 25th Percentile	25%	25%	53%	–
Science Achievement	29%	23%	45%	–

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

FSA ELA Assessments Percent at Levels 3-5

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
3	2022	36%	46%	10%	53%	17%
	2021	39%	47%	8%	51%	12%
Same Grade Comparison		-3%				
Cohort Comparison		14%				
4	2022	45%	48%	3%	57%	12%
	2021	43%	42%	1%	53%	10%
Same Grade Comparison		2%				
Cohort Comparison		5%				
5	2022	49%	45%	4%	55%	6%
	2021	44%	48%	4%	54%	10%
Same Grade Comparison		5%				
Cohort Comparison		2%				
6	2022	46%	49%	3%	52%	23%
	2021	29%	48%	19%	52%	23%

Same Grade Comparison		17%				
Cohort Comparison		7%				
7	2022	40%	43%	3%	48%	8%
	2021	37%	43%	6%	48%	11%
Same Grade Comparison		17%				
Cohort Comparison		12%				
8	2022	73%	45%	28%	49%	24%
	2021	29%			52%	23%
Same Grade Comparison		44%				
Cohort Comparison		27%				

FSA Math Assessments Percent at Levels 3-5

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
3	2022	40%	54%	14%	58%	18%
	2021	23%	44%	21%	51%	28%
Same Grade Comparison		17%				
Cohort Comparison		16%				
4	2022	31%	49%	18%	61%	30%
	2021	20%	41%	21%	53%	33%
Same Grade Comparison		12%				
Cohort Comparison		19%				

5	2022	8%	43%	35%	52%	44%
	2021	8%	42%	34%	51%	43%
Same Grade Comparison		0%				
Cohort Comparison		32%				
6	2022	24%	42%	18%	49%	25%
	2021	7%	37%	30%	45%	38%
Same Grade Comparison		17%				
Cohort Comparison						
7	2022	40%	41%	1%	46%	6%
	2021	63%	44%	19%	44%	19%
Same Grade Comparison		-23%				
Cohort Comparison		22%				
8	2022	47%	26%	21%	42%	5%
	2021	32%	27%	5%	37%	5%
Same Grade Comparison		15%				
Cohort Comparison		23%				

FSA Science Assessments Percents at Levels 3-5

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
5	2022	8%	8%	0%	48%	40%
	2021	8%	9%	1%	47%	39%
Same Grade Comparison		0%				
Cohort Comparison		1%				
8	2022	10%	10%	0%	45%	35%
	2021	9%	10%	1%	45%	36%
Same Grade Comparison		1%				
Cohort Comparison		0%				

Subgroup Data

Subgroups	ELA Achievement	Math Achievement	Science Achievement
SWD	0	0	N/A
BLK	N/A	N/A	N/A
HSP	50	21	N/A
MUL	N/A	N/A	N/A
WHT	44	26	20
FRL	37	18	15

ESSA Data**ESSA Federal Index**

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	N/A
Total Points Earned for the Federal Index	343
Total Components for the Federal Index	8
Percent Tested	99

Subgroup Data**Students with Disabilities**

Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners

Federal Index - English Language Learners	N/A
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup below 32%	0

Asian Students

Federal Index - Asian Students	N/A
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup below 32%	0

Black/African American Students

Federal Index - Black/African American Students	N/A
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup below 32%	0

Hispanic Students

Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup below 32%	0

Multiracial Students

Federal Index - Multiracial Students	N/A
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup below 32%	0

Native American Students

Federal Index - Native American Students	N/A
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup below 32%	0

Pacific Islander Students

Federal Index - Pacific Islander Students	N/A
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup below 32%	0

White Students

Federal Index - White Students	4
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup below 32%	0

Economically Disadvantaged Students

Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that showed the lowest performance is the students in grades 2 through 7 in math and then in english. Contributing factors may be the increased need for support for students regarding learning loss due to Covid, and students enrolling from other schools with learning deficiencies. The lowest performing subgroups are students with disabilities and economically disadvantaged students. Factors affecting subgroups would be the need for increased small group personnel to cover the needs of the growing number of students in these groups. Due to the age of the school and Covid, there is limited data to define trends.

Which data component showed the greatest decline from the prior year?

Explain the factor(s) that contributed to this decline

The data component that showed the greatest decline from the prior year is 7th grade math and 5th grade science. The limited data due to the age of the school and Covid may indicate that students are enrolling with significant learning gaps as well as Covid learning loss. Another factor may be that the faculty is new to the curriculum and training was not able to be provided until August of 2022. Poor use of screening assessments to place students in the correct math level is a contributing factor. Incoming students have no prior experience with this type of curriculum.

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

When compared to the state average, the data component with the greatest gap is the students in grades 4 and 5 in math and 5 and 8 in science. Contributing factors may have been due to students missing foundational concepts due to Covid as well as students enrolling who are already deficient. Limited data does not allow for analysis of trends, but the increase in students with disabilities may also be a contributing factor due to the need for additional personnel to support these students. Students with disabilities and economically disadvantaged students performed the lowest of the subgroups. The need for more personnel to provide intervention is clear.

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

The data component that showed the most improvement is ELA. The contributing factors are a focus on reading throughout the year with an offering of early tutoring for students who indicated need. The use of explicit phonics curriculum and tiered intervention was also a factor. Reading across varying content was a focus, as well as targeting rigorous planning in structuring lessons to meet the needs of all students. Socratic discussions and summer reading with socratic questions kept students reading throughout the year. The home and school connection in regards to summer reading and parents participating in the socratic questioning as well as having members of the community and peers in different grade groups read to one another contributed to this improvement. ESSA data shows large improvement in all areas. ELA reaches the district percentages, but math, though improving, is still below district percentages. Most students came in with these deficiencies.

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

An area of concern that will be addressed is the number of students with Level 1 on statewide assessments. These students are identified and provided tutoring as well as placed in a class that moves at the pace appropriate to their academic level within the specific grade, and specific remediation strategies are put in place to assist these students in closing their achievement gaps. Specifically, students with disabilities and economically disadvantaged students are the lowest performing subgroups. Support personnel will be doubled to meet the increase in student learning gaps due to the factors listed earlier.

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

1. Gain "A" -rated school grade
2. Improve in all school data components and meet targets set
3. Decrease EWS data
4. Increase attendance
5. Decrease disciplinary infractions

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: Analysis of teacher and student climate surveys, student discipline data, the number of mental health referrals and staff and student attendance data indicate a need to address the social emotional learning needs of our school.

Measurable Outcome: Student perception of sense of belonging and safety will increase by 25% as measured by the student climate survey as well as a 25% decrease in pink slips and 5% decrease in absences.

Person responsible for monitoring outcome: Tamara Gavin (t.gavin@icacharter.org)

Evidence-Based Strategy: Explicit instruction of SEL utilizing CASEL targeted lessons which give students opportunities for guided practice using evidence based strategies in social skills, speaking feelings, and civic responsibility. These activities will be monitored through ongoing class observations using student environment surveys and evaluation tools. An SEL committee will be established to promote school-wide SEL through integrated activities.

Rationale for Evidence-Based: Our students are lacking many of the basic life skills needed for success at school, at home, and in the community. Focusing on the cultivation of SEL competencies is a proven strategy used to reduce disciplinary actions, increase attendance, and develop positive learning communities.

Action Steps to Implement

1. Professional Development
2. Follow-up Coaching by the SEL Committee
3. Implementation of Student SEL Activities

Person Responsible: Tamara Gavin (t.gavin@icacharter.org)

#2. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:

Through the structured collaborative process, classical instructional methodology, socratic seminar programs, and data driven planning and instruction, the level of student proficiency will increase as reflected in ongoing progress monitoring and achievement data measures. Evidence of the implementation of these strategies will show that student proficiency will increase as a direct result as measured with ongoing progress monitoring and curricular and collection data measures.

Measureable Outcome:

Reflecting on the ongoing progress monitoring and achievement data measures with a focus on improving all data components.
Improve 15 points in the lowest 25 percentile in math.
Improve 10 points in science.
Improve in learning gains for ALL students for both reading by (+1) and math by (+5) to equal 6 points of increase.
Analyzing the collaborative process and analyzing progress monitoring and collection data measures through lesson planning and teacher observations.

Person Responsible For Monitoring Outcome:

Academic Dean, TBD (currently hiring)

Evidence Based Strategy:

Classical education collaborative processes across subject areas documented in lesson plans, FAST and Star Renaissance progress monitoring data, and EasyCBM data as well as teacher observations (formal/informal).

Rationale for Evidence-Based Strategy:

Our students are lacking proficiency in both ELA and math so intentional focus on intervention through push in and small groups using the classical educational method, socratic questioning, and collaborative projects across subject areas will close the achievement gap for struggling students. Through cross curricular planning and activities, students' knowledge will deepen and will develop, promoting stronger foundational academic connections.

Action Steps to Implement

1. Scheduled collaborative planning and data reflection.
2. Monitor collaborative planning sessions and data chats.
3. Include professional development and follow-up by administration.
4. Ongoing data review with reflection.

Person

Responsible: Academic Dean, TBD (currently hiring)

#3. Instructional Practice Specifically Relating to Differentiation

Area of Focus Description and

Analysis of student achievement subgroup data indicates students with disabilities and economically disadvantaged students are not achieving at the same rate as their non-disabled and non-economically disadvantaged peers in reading and math.

Measurable Outcome:

The number of students with disabilities demonstrating learning gains in ELA and math will increase by 25%. The number of economically disadvantaged students' gains in ELA and math will increase by 25%.

Person Responsible for Monitoring Outcome:

Academic Dean, TBD (currently hiring)

Evidence-Based Strategy: Rationale for Evidence-Based Strategy:

Students with disabilities and economically disadvantaged students will demonstrate learning gains in ELA and math by 25% on the Federal Index. Instructional goals, methods, and materials as well as informal assessments will be used to target intervention practices as well as create at-level instruction in the classrooms. Data will be shared with all professionals so that a unified will be implemented that adjusts for the needs of the individuals.

Action Steps to Implement

1. Teachers will be provided access to Star Renaissance and FAST testing results and comparisons.
2. Teachers and paraprofessionals will be trained in how to analyze and utilize the data in collaborative team meetings.
3. Teachers and paraprofessionals will be trained in how to analyze and utilize the data in lesson planning, small group instruction, tiered learning, and tutoring sessions.
4. Tutoring sessions will be made available free of charge to students with disabilities and economically disadvantaged students.

Person

Responsible: Academic Dean, TBD (currently hiring)

Additional Schoolwide Improvement Priorities

After choosing your area(s) of focus, explain how you will address the remaining schoolwide improvement priorities. The remaining schoolwide improvement priorities will be addressed through continuous monitoring and reflection of the data. School-wide incentives as well as additional personnel and more tutoring and small group learning opportunities will be offered to the students in the lowest 25%. Continuous training and monitoring of instructional practices, content, classical

methodology, and professional development opportunities through teacher evaluations and monitoring of student progress will close the achievement gaps.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect, and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board/governing board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Independence Classical Academy has an active school advisory committee and parent teacher organization which both have member parents, teachers, and administrators. There are many opportunities for stakeholder involvement in activities such as policy workshops, accreditation surveys, marketing groups, family events such as Winterfest, Town Halls, Grandparent's Day, Curriculum nights, and Honors Assemblies that connect ICA to it's families and the community as a whole. The school vision and mission are posted on the website and throughout the school and the students recite the student declaration and pillar of citizenship every morning as a whole group. The school SIS (Skyward) is the platform that allows families to monitor student academic progress, work completion, upcoming assignments, and student discipline as well as being a form of communication for parents and teachers through email and postings of upcoming events. Important information is posted on the website, social media, student planners, fliers, and other apps such as class dojo. Families and the school monitor student arrival, dismissal, and student activity check-in and check-out using the Pik-My-Kid app, which is another way for parents to stay informed about after school activities. Surveys are conducted to ensure that all stakeholders have a voice and the mission and vision of the school is re-evaluated annually by the governing board, administrators, teachers, and stakeholders. The ICA administration has a positive relationship with the early childhood center adjacent to the school as well as Indian River State College. Volunteerism is encouraged and many stakeholder businesses work closely with the school to consult and participate in school improvement projects. Through the current process of accreditation, all stakeholders have the opportunity to participate and drive the process of school improvement through surveys, participation in SAC, PTO, committees, workshops, and volunteering.

Part V: Budget

1. III.A. Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2. III.A. Areas of Focus: Instructional Practice: Collaborative Planning	\$0.00
3. III.A. Areas of Focus: Instructional Practice: Differentiation	\$0.00
Total:	\$0.00