

Miami-Dade County Public Schools

South Florida Autism Charter School Inc



2020-21 Schoolwide Improvement Plan

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South Florida Autism Charter School Inc

18305 NW 75TH PL, Hialeah, FL 33015

www.sfacs.org

Demographics

Principal: Tamara Moodie Ramdeen

Start Date for this Principal: 5/1/2009

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: C (47%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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 Targeted 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:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. 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

South Florida Autism Charter School provides education and therapeutic services to individuals diagnosed with autism spectrum disorders (ASD) residing in Miami-Dade/Broward Counties, targeting students with communication deficits and/or behavioral challenges, and who may require training in self-help skills. The methodologies of B.F. Skinner's Theory of Applied Behavioral Analysis (ABA) and Verbal Behavior (VB) are applied in conjunction with State Standards for students on a modified curriculum in order to provide the most effective individualized educational programs possible.

Provide the school's vision statement

Our vision is to create an effective model for teaching individuals with ASD. Future plans include expanding our program in order to serve the entire spectrum of ASD, from newly diagnosed children to adults. This will be accomplished on a state of the art campus with a K-12 Charter School, and early intervention clinic, out of school services, and adult services. Our objectives are to provide free, appropriate, and science based educational opportunities to students on the more involved portion of the autism spectrum; to find each student's strengths and to provide them with the tools and hands on learning opportunities that will enable them to function independently in society and have a purpose in life; and to remove the stigma associated with ASD and prove that even the most profoundly affected individuals can contribute to society in a meaningful way.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Alvite, Alex	Teacher, ESE	<p>The school leadership team is comprised of 3 teachers and an administrator, who teach grades K through 12, and who serve as mentors and instructional and behavioral leaders to the rest of the staff. They meet several times a month to discuss the students, their achievement, and their behaviors. At least once a week the team will meet with their respective staff to discuss any changes or updates that arise. They also meet to discuss the needs of the teachers and their students. The aforementioned team are lead mentors of the instructional personnel. The teachers are able to come to the team with any instructional or behavioral issues.</p>
Ammon, Amanda	Teacher, ESE	<p>The school leadership team is comprised of 3 teachers and an administrator, who teach grades K through 12, and who serve as mentors and instructional and behavioral leaders to the rest of the staff. They meet several times a month to discuss the students, their achievement, and their behaviors. At least once a week the team will meet with their respective staff to discuss any changes or updates that arise. They also meet to discuss the needs of the teachers and their students. The aforementioned team are lead mentors of the instructional personnel. The teachers are able to come to the team with any instructional or behavioral issues. As an ESE instructor, provides direct instructional to student to improve and support students' academic success. In addition she is an integral part of the MTSS team that uses databased problem-solving to integrate academic and behavioral instruction and intervention.</p>
Moodie, Tamara	Principal	<p>The Principal and Governing Board are responsible for coordinating and supplementing federal, state and local funds, services, and programs. Board meetings are held on a quarterly basis. Additional meetings are scheduled as needed. The Principal creates an operating budget, which the Governing Board reviews, makes recommendations if necessary, and votes to approve. The Governing Board must approve the budget and any revisions. The Governing Board meets to discuss the ways to align all the available resources and meet the needs of all the students.</p>

Demographic Information

Principal start date

Friday 5/1/2009, Tamara Moodie Ramdeen

Number of teachers with a 2019 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 2019 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

17

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: C (47%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	9	10	11	12	
Number of students enrolled	3	8	6	5	23	12	12	14	20	17	17	24	74	235
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	6	5	5	14	4	6	10	16	66
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	8	7	5	15	5	6	9	0	55

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Thursday 9/17/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	5	4	6	21	12	8	12	17	14	17	23	22	59	220
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	5	15	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	15	37	52

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	5	36	41

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	5	4	6	21	12	8	12	17	14	17	23	22	59	220
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	5	15	21
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	15	37	52

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	5	36	41

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Students retained two or more times	0	0	0	0	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, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	63%	61%	0%	62%	60%
ELA Learning Gains	0%	61%	59%	0%	61%	57%
ELA Lowest 25th Percentile	0%	57%	54%	0%	57%	52%
Math Achievement	0%	67%	62%	0%	65%	61%
Math Learning Gains	0%	63%	59%	0%	61%	58%
Math Lowest 25th Percentile	0%	56%	52%	0%	55%	52%
Science Achievement	0%	56%	56%	0%	57%	57%
Social Studies Achievement	0%	80%	78%	0%	79%	77%

EWS Indicators as Input Earlier in the Survey															
Indicator	Grade Level (prior year reported)													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				
09	2019					
	2018					
Cohort Comparison		0%				
10	2019					
	2018					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019					
	2018					
Cohort Comparison						
04	2019					
	2018					
Cohort Comparison		0%				
05	2019					
	2018					
Cohort Comparison		0%				
06	2019					
	2018					
Cohort Comparison		0%				
07	2019					
	2018					
Cohort Comparison		0%				
08	2019					
	2018					
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019					
	2018					
Cohort Comparison						
08	2019					
	2018					
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I

ESSA Federal Index	
OVERALL Federal Index - All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	283
Total Components for the Federal Index	9
Percent Tested	91%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
Asian Students	
Federal Index - Asian Students	
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	21
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	2
Hispanic Students	
Federal Index - Hispanic Students	29
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	2
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	2
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

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

This is an alternative school specialized for those on the more involved end of the Autism spectrum. The students take Access courses because of the severity of their disability. The school's data metrics are below state average.

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

This is an alternative school specialized for those on the more involved end of the Autism spectrum. The students take Access courses because of the severity of their disability. The schools data metrics are below state average.

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

This is an alternative school specialized for those on the more involved end of the Autism spectrum. The students take Access courses because of the severity of their disability. The schools data metrics are below state average.

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

This is an alternative school specialized for those on the more involved end of the Autism spectrum. The students take Access courses because of the severity of their disability. The schools data metrics are below state average.

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

Attendance - 41 students were absent for 18 or more days during the 2018-2019 school year.

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

1. Improve School Attendance
2. Progress Monitoring
3. Learning gains in all academic areas

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Attendance

Area of Focus Description and Rationale: School attendance plays a critical role in the learning and development of our students. Lack of attendance has shown to cause academic and behavioral regression.

Measureable Outcome: Decrease the number of students with 18 or more absences

Person responsible for monitoring outcome: Tamara Moodie (drmoodie@dadeschools.net)

Evidence-based Strategy: Parental involvement in attendance has proven to improve academic outcome and prevent regression in ESE students.

Rationale for Evidence-based Strategy: School attendance records audited by review committee.

Action Steps to Implement

convene attendance review committee as needed

Person Responsible Tamara Moodie (drmoodie@dadeschools.net)

#2. Other specifically relating to Progress Monitoring

Area of Focus Description and Rationale: Given the nature of our population, ongoing data demonstrates that effective teaching strategies increase learning gains for students with disabilities.

Measureable Outcome: Explicit instruction paired with learning and behavioral interventions along with continuous progress monitoring will increase proficiency in all academic areas.

Person responsible for monitoring outcome: Tamara Moodie (drmoodie@dadeschools.net)

Evidence-based Strategy:

Rationale for Evidence-based Strategy:

Action Steps to Implement

Monthly Progress Monitoring and Data Collection

Person Responsible: Tamara Moodie (drmoodie@dadeschools.net)

Professional development

Person Responsible: Tamara Moodie (drmoodie@dadeschools.net)

#3. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: ESE students at South Florida Autism Charter School have varying needs in regards to attending skills, social interactions, communication and behavior which directly affect their academic progress.

Measureable Outcome: To increase student achievement by improving core instruction in all content areas.

Person responsible for monitoring outcome: Tamara Moodie (drmoodie@dadeschools.net)

Evidence-based Strategy: When students are presented with tasks or activities that require a significant amount of assistance and redirection, these assignments will be broken down into smaller sequential steps. Accommodations will be provided as needed.

Rationale for Evidence-based Strategy: Due to our student's lack of adequate attending skills and ability to complete complex tasks. Strategies of Applied Behavior Analysis are implemented throughout daily instruction to cater to our student's needs.

Action Steps to Implement

Administration will host trainings in order to help teachers break down assignments as well as learn strategies to improving attending skills.

Person Responsible Tamara Moodie (drmoodie@dadeschools.net)

Administration will conduct classroom observations to ensure the strategies are being implemented and the students attendance skills have increased.

Person Responsible Tamara Moodie (drmoodie@dadeschools.net)

Administration and lead mentors will monitor and support the staff to ensure effective implementation

Person Responsible Tamara Moodie (drmoodie@dadeschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

School leadership team will address areas of focus through weekly team meetings and planning, professional development opportunities and strategic supervision of data/progress.

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 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.

SFACS works to build positive relationships with families in order to increase their involvement through trainings, workshops, school activities, parent conferences, and ABA progress reports. The school offers free Autism Community Workshops one Saturday per month. These sessions are open to the community. SFACS parents also have the opportunity to schedule private training sessions with the Principal to discuss issues that their child is facing at home. The entire family is welcome to attend, as well as private therapists or caregivers. The school also hosts a variety of activities throughout the school year, which include the entire family. These are opportunities for parents and families to show support for their child and also see the progress their child has made. Parent-Teacher Conferences are offered two times a year, where parents can meet with their teacher to talk about the student and how they are performing in the classroom. Parents may also request additional conferences throughout the year. SFACS builds and sustains partnerships with local community and universities throughout South Florida. The school works closely with NOVA Southeastern University and collaborates with the School of Dentistry. NSU Dentistry students visit SFACS and teach our students about dental hygiene. The school also works closely with UM-CARD for professional development, workshops, and Augmentative and Alternative Communication Devices. SFACS and CARD collaborate to help the community to raise awareness about different topics dealing with ASD.

Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

1	III.A.	Areas of Focus: Other: Attendance	\$0.00
2	III.A.	Areas of Focus: Other: Progress Monitoring	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
Total:			\$0.00