Catalina Elementary

2022-23 Schoolwide Improvement Plan

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Catalina Elementary

2448 29TH ST, Orlando, FL 32805

https://catalinaes.ocps.net/

Demographics

Principal: Patty Harrelson

Start Date for this Principal: 7/22/2002

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: F (31%) 2018-19: C (42%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

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.](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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	F		C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising and successful future.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Harrelson, Patty	Principal	▪ Instructional Leader ▪ Overall Supervision of all Personnel ▪ Ensures overall safety of staff, students, and visitors ▪ Community Liaison ▪ Handles all Public Relations ▪ Oversees School Curriculum in partnership with CRT ▪ Oversees School Budget ▪ State Assessment Data for school grade ▪ Oversees Data Meetings ▪ Manage, organize and keeper of ALL campus data ▪ School-wide Master Calendar ▪ Oversees Master Calendar ▪ Contracts ▪ Beginning of School Activities (Faculty Letters & Pre-Planning Agenda) ▪ PTA & SAC Liaison ▪ Supervises preparation for administration of State Assessments and other standardized tests in partnership with CRT ▪ Request for Leave Approval ▪ Supplements ▪ Coordinates quarterly Honor Roll & Perfect Attendance Assemblies ▪ Coordinates all student & staff incentives ▪ Emergency Response Team (ERT) Leader ▪ Classified/Clerical Duty Schedule ▪ Sonitrol & School Security ▪ Oversees school-wide Professional Development Calendar in partnership with CRT ▪ Student Arrival & Dismissal process and procedures in partnership with AP ▪ Develop & Update Faculty Handbook ▪ Instructional Focus Calendar in partnership with CRT ▪ Title I Budget and Activities in partnership with Title I Contact ▪ Oversees & Facilitates Weekly PLCs (Grades 3-5) ▪ Facilitates weekly Admin Team Meetings – Mondays at 9:00 a.m. ▪ Facilitates monthly Leadership Council Meetings with Admin Team & Team Leaders ▪ AM/PM Duties ▪ Monitors lesson plans, grade books, grade distribution of supervised teachers ▪ Supervises Extracurricular Activities
Henleben, Amanda	Instructional Coach	▪ Facilitate the intellectual and processional development of teachers ▪ Create positive relationships with teachers and administrators ▪ Communicate and demonstrate research-based instructional practices that result in increased student performance and improved classroom environment ▪ Communicate effectively with all members of the school district and community ▪ Encourage professional growth and provide organized, individual and/or

Name	Position Title	Job Duties and Responsibilities
		group learning opportunities for teachers ▪ Assist teachers with designing instructional decisions based on assessment data and culturally responsive practices ▪ Assist teachers in creating materials that are in alignment with curriculum ▪ Instruct and support teachers with curriculum software products, and classroom/curriculum related technologies ▪ Provide support in analyzing student assessment data ▪ Support, implement and assess various instructional programs and program effects on student achievement ▪ Demonstrate a thorough knowledge of curriculum and subject matter ▪ Assist teachers with specific classroom activities when requested ▪ Provide support for classroom motivation and management strategies ▪ Monitor intervention programs and student progress by observing and meeting with teachers ▪ Develops resources for Tier 2 interventions and provides Tier 2/3 interventions when appropriate ▪ Participates in building action planning working toward school goals ▪ Model lessons when appropriate ▪ Manage time and schedule flexibility that maximizes teacher schedules and learning ▪ Work positively toward meeting identified state, district and building improvement goals ▪ Encourage and orient new teachers to district's instructional programs, resources, and services
Armstrong, Jessica	Reading Coach	▪ Work with educators, students and curriculum, set goals, and solve problems ▪ Collaborate with educators and school administrators to develop curriculum and lesson plans ▪ Create teaching material for educators ▪ Lead and/or participate in PLCs alongside educators ▪ Attend professional development conferences and workshops ▪ Help teachers conduct student assessments and analyze data ▪ Counsel students to help them discover their strengths and to set goals ▪ Interpret data after student or teacher assessments have been conducted ▪ Design and lead professional development presentations for educators ▪ Model lessons to help educators learn
Poole, Ashley	Curriculum Resource Teacher	▪ Develops and conducts in-service training for all teachers regarding the curriculum, researched-based instructional strategies, and best practices ▪ Initiates and maintains effective liaisons with district and professional associations to maintain a current knowledge of Reading and Instructional best practices ▪ Attend Testing Training ▪ Oversee Testing Training of Staff

Name	Position Title	Job Duties and Responsibilities
Patten, Tamara	Dean	▪ Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students ▪ Develops and administers disciplinary procedures in accordance with district policies and state laws; receives referrals and confers with students, parents, teachers, community agencies, and law enforcement; responds to and resolves parent, student, and staff concerns and complaints; serves on discipline or expulsion panels as assigned ▪ Supervises students on campus before and after school; monitors students during lunch, recess, passing periods, and other activities; instructs students in appropriate behavior; disciplines students in accordance with established guidelines ▪ Participates as needed in Individual Educational Plan meetings and Student Study Teams ▪ Works with the Principal to establish a safe and secure learning environment for students. Develops plans for emergency situations in collaboration with other administrators, staff, and public safety agencies ▪ Prepares and maintains a variety of district, county, state, and federal records and reports; directs preparation of records and reports by staff
Walter-Noe, Mary	School Counselor	▪ Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students ▪ Monitors and organizes attendance functions; prepares letters, calls parents, and attends meetings as needed ▪ Provides direction to a variety of faculty, staff, and student programs and services; participates in formal and informal classroom visitations and observations; provides recommendations and suggestions for improvement as appropriate ▪ Participates as needed in Individual Educational Plan meetings and Student Study Teams ▪ Liaison to the after school program in collaboration with school staff and/or personnel from outside agencies ▪ Works with the Principal to establish a safe and secure learning environment for students. Develops plans for emergency situations in collaboration with

Name	Position Title	Job Duties and Responsibilities
		other administrators, staff, and public safety agencies; directs the work of yard duty staff and crossing guards; plans and debriefs emergency drills; updates the school safety plan ▪ Prepares and maintains a variety of district, county, state, and federal records and reports; directs preparation of records and reports by staff ▪ Performs other duties as assigned
Sanchez, Oscar	Assistant Principal	▪ Enforcing attendance rules ▪ Meeting with parents to discuss student behavioral or learning problems ▪ Responding to disciplinary issues ▪ Coordinating use of school facilities for day-to-day activities and special events ▪ Working with teachers to ensure delivery of curriculum standards (PLC's) ▪ Developing and maintaining school safety procedures ▪ Evaluating teachers and learning materials to determine areas where improvement is needed ▪ Coordinating and planning class schedules ▪ Assessing data such as state standards and test scores ▪ Coordinating transportation for students ▪ Hiring and training staff ▪ Ordering and approving equipment and supply orders ▪ Maintaining systems for attendance, performance, planning, and other reports ▪ Supervising grounds and facilities maintenance ▪ Walking the hallways and checking in on teachers and classrooms ▪ Responding to emails from teachers, parents and community members
Powell, Valerie	Reading Coach	▪ Create and maintain positive relationships with teachers and administrators ▪ Communicate effectively with all members of the school community and district ▪ Design and lead professional development learning opportunities for teachers ▪ Work with teachers to set goals, and solve problems ▪ Collaborate with teachers and school administrators to develop learning materials, and lesson plans that align with benchmarks and standards ▪ Assist and support teachers with curriculum software, and classroom related technologies ▪ Communicate and demonstrate research-based instructional practices that result in increased student performance, and improved classroom environment ▪ Lead and/or participate in PLCs ▪ Attend professional development conferences and workshops ▪ Assist teachers with conducting student assessments as appropriate ▪ Provide support in analyzing student data to make instructional decisions

Name	Position Title	Job Duties and Responsibilities
		▪ Demonstrate a thorough knowledge of curriculum, subject matter, and instructional practices ▪ Assist teachers with specific classroom activities when requested ▪ Model lessons when appropriate ▪ Provide support for classroom motivation and management strategies ▪ Participates in building an action plan, and working toward school goals ▪ Positively works toward meeting identified state, district improvement goals

Demographic Information

Principal start date

Monday 7/22/2002, Patty Harrelson

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.*

1

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.*

6

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

579

Identify the number of instructional staff who left the school during the 2021-22 school year.

15

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	29	93	94	121	90	87	0	0	0	0	0	0	0	514
Attendance below 90 percent	11	52	43	61	32	33	0	0	0	0	0	0	0	232
One or more suspensions	0	1	9	10	3	3	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	8	2	5	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	22	36	50	0	0	0	0	0	0	0	108
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	31	43	0	0	0	0	0	0	0	89
Number of students with a substantial reading deficiency	0	1	5	25	35	46	0	0	0	0	0	0	0	112

Using the table above, complete the table below with the number of students by current grade level who have 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	7	38	36	36	0	0	0	0	0	0	0	117

Using current year data, complete the table below with the number of students identified as being "retained.":

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/16/2022

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	31	106	102	127	105	114	0	0	0	0	0	0	0	585
Attendance below 90 percent	17	44	47	52	47	28	0	0	0	0	0	0	0	235
One or more suspensions	1	1	8	4	7	12	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	5	1	10	24	0	0	0	0	0	0	0	42

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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

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	31	106	102	127	105	114	0	0	0	0	0	0	0	585
Attendance below 90 percent	17	44	47	52	47	28	0	0	0	0	0	0	0	235
One or more suspensions	1	1	8	4	7	12	0	0	0	0	0	0	0	33
Course failure in ELA	0	0	0	0	7	9	0	0	0	0	0	0	0	16
Course failure in Math	0	0	0	0	6	5	0	0	0	0	0	0	0	11
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	12	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	1	5	1	10	24	0	0	0	0	0	0	0	42

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	1	0	0	1	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	3	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	24%	56%	56%				33%	57%	57%
ELA Learning Gains	33%						48%	58%	58%
ELA Lowest 25th Percentile	28%						47%	52%	53%
Math Achievement	31%	46%	50%				49%	63%	63%
Math Learning Gains	35%						50%	61%	62%
Math Lowest 25th Percentile	43%						46%	48%	51%
Science Achievement	25%	61%	59%				23%	56%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	23%	55%	-32%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	43%	57%	-14%	58%	-15%
Cohort Comparison		-23%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	23%	54%	-31%	56%	-33%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	62%	-6%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	44%	63%	-19%	64%	-20%
Cohort Comparison		-56%				
05	2022					
	2019	34%	57%	-23%	60%	-26%
Cohort Comparison		-44%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	18%	54%	-36%	53%	-35%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	18	22	21	30	39	21				
ELL	18	28	29	31	37	47	21				
BLK	23	29	28	28	31	39	23				
HSP	28	44		41	42		29				
FRL	21	33	32	29	32	38	22				

2021 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 2019-20	C & C Accel 2019-20
SWD	25	55	90	27	43	55	44				
ELL	21	54	73	37	56		14				
BLK	28	49	74	36	35	56	35				
HSP	22	50		44	60		13				
FRL	25	45	72	37	44	65	32				
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 2017-18	C & C Accel 2017-18
SWD	25	30	28	30	41	28	11				
ELL	27	46	53	46	59	71	13				
BLK	30	44	41	49	48	35	23				
HSP	35	54	62	49	54	77	19				
FRL	30	45	46	47	48	43	18				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners 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

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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1

Hispanic Students	
Federal Index - Hispanic Students	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial 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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In grades 3rd through 5th, proficiency decreased in both ELA and Math for all subgroups. From the 2020-2021 school year to the 2021-2022 school year, ELA proficiency decreased by two percentage points from 26 to 24 and math proficiency decreased by six percentage points from 37 to 31. Science proficiency saw a decline of five percentage points from 30 to 25. As for the greatest decline from the previous year, ELA Learning Gains of the Lowest 25% had a drop of 49 percentage points. Two other areas with a double digit decline of 15 percentage points are ELA Learning Gains which moved from 48 to 33 and Math Learning Gains of the Lowest 25% that dropped from 58 to 43.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data component with the greatest need for improvement is ELA proficiency in grades third through fifth with 24%. The next greatest need is in science where the percent proficient is at 25% which followed by math with 31% proficient.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There was a need to improve teacher capacity in the delivery of standards-based instruction and targeted interventions to address specific student needs. New actions include creating a system for common planning, continuous monitoring of student data, making adjustments to instruction, and targeting feedback to increase student proficiency outcomes. MTSS structures and systems will be revisited so that Tier II and III students receive that additional support to make gains in content areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

A decline occurred in all components of the 2021-2022 FSA. Based upon all of the components, ELA proficiency showed only a decrease of two percentage points but the 2020-2021 proficiency level was only at 26%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors that may have mitigated a greater decline in ELA included the pulling of triage groups (focused on L25), adding tutoring programs (21st Century & one from MAO), as well as coaches and leadership team members pushing into classrooms during extra hour and pulling small groups of targeted students.

What strategies will need to be implemented in order to accelerate learning?

We will need to implement scaffolded instruction to close learning gaps. Interventions will need to be in place to address foundational skills that are lacking. Core instruction will need to include a framework that supports both whole and small group instruction to target individual student needs. Data chats will need to be implemented consistently to ensure ongoing progress monitoring and to make appropriate targeted adjustments to instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Leadership will provide professional development on the new B.E.S.T standards, the delivery of instruction and engagement and monitoring strategies. There will also be professional development opportunities addressing behavior, routines and procedures.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services that will be provided to ensure sustainability are accelerated tutoring, Tier One Interventionists and Saturday Boot Camps to support core subjects. Extension of professional development opportunities will be made available after school and during Saturdays to support student learning and build teacher capacity.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Standards-based data collected from the 2021-2022 school year showed that the majority of students performed below grade level proficiency with the following proficiency rates: ELA (24%), Math (31%) and Science (25%). With the rollout of B.E.S.T. Benchmarks and new primary resources for ELA (3-5) and Math (K-5), collaborative planning and focused feedback systems are imperative for student success.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, proficiency on End of Year assessments will increase to 41% in ELA, Math and Science. ---------- By April 2023, the number of teachers receiving Tier 2-3 support will decrease by 80%. ---------- By May 2023, 90% of classroom teachers will provide students with standards-aligned tasks as evidenced in walk-throughs.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring of standards-aligned instruction, will take place through classroom walkthrough data, weekly PLC meetings and review of common assessment data. Evidence supporting standards-aligned instruction will include: -Completed Planning protocols from collaborative planning meetings in ELA, Math and Science -Classroom walkthroughs -Coaching logs of support for teachers -Common assessment data that drills down to the student by teacher and subject area
Person responsible for monitoring outcome:	Patty Harrelson (patty.harrelson@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The PLC process is being used to support grade level and subject matter focus in order to accelerate student learning. The collaboration will also include maximizing resources to increase capacity in instructional practices in all classrooms as well as ensure equity in grade levels.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Teachers vary in their pedagogy and content knowledge of the B.E.S.T. benchmarks. By working together through PLCs with a specific goal in mind, teachers are better able to prepare for the delivery of instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Content coaches will facilitate benchmark-aligned planning. Instructional coaching will be modeled as a support for teachers through the coaching cycle provided by school-based and district-based coaches.

Person Responsible   Patty Harrelson (patty.harrelson@ocps.net)

Leadership Team members will participate in the PLC process.

Person Responsible   Patty Harrelson (patty.harrelson@ocps.net)

Classroom walkthroughs will occur on a continual basis. Tier II and Tier III teachers will receive weekly and biweekly visits by Leadership Team members.

Person Responsible   Patty Harrelson (patty.harrelson@ocps.net)

Tier III teachers will receive side-by-side coaching and will be documented on coaching logs.

Person Responsible   Patty Harrelson (patty.harrelson@ocps.net)

Logs will be monitored weekly with actionable feedback for desired outcomes through face to face conferences and follow-up with written summaries and next steps through e-mail.

Person Responsible   [no one identified]

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Multiple subgroups performed below 41% proficiency. English Language Learners (ELL), Students with Disabilities (SWD), African American, and Economically Disadvantaged are the subgroups performing below 41%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, all subgroups will increase from 24% to 41% in ELA proficiency and from 31% to 41% in Math proficiency.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur by tracking MTSS data along with diagnostic and common assessment data. Biweekly data meetings will ensure once results from the progress monitoring diagnostics are available. Teachers will help students track their own data and promote the school-based incentives and student recognition for achieving academic success.
Person responsible for monitoring outcome:	Patty Harrelson (patty.harrelson@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	A multi-tiered system of support (MTSS) is a data-based approach to increasing student achievement. An extensive model for MTSS to support students academically, behaviorally and socially will be put into place where students will be provided specific and targeted support based on their progress through the tiers. Adjustments to tiered student groups will be made based upon student data.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	MTSS can help identify students who are at risk for low outcomes, and it encourages collaboration between teachers and students. This strategy has been proven effective for increasing proficiency by ensuring that all students receive the level of support necessary to be successful.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be tiered based on a combination of 2021-2022 end of year data and beginning of year 2022-2023 diagnostic data.

Person Responsible	Patty Harrelson (patty.harrelson@ocps.net)

Documented Tier II and Tier III interventions will be given to identified students needing additional support (using i-Ready reading/math, Heggerty, SIPPS, etc.).

Person Responsible	Patty Harrelson (patty.harrelson@ocps.net)

ELL and ESE accommodations will be documented and data chats will occur between teacher and students.

Person Responsible Patty Harrelson (patty.harrelson@ocps.net)

MTSS/Data meetings with Leadership Team will be used to set and re-adjust goals for student learning.

Person Responsible Patty Harrelson (patty.harrelson@ocps.net)

ESE team meets weekly to review students that need support and their area of needs. Based on these needs, different team members will meet with teachers and other appropriate staff to provide feedback and next steps.

Person Responsible Oscar Sanchez (oscar.sanchez@ocps.net)

ECT and Staffing Specialist offer strategies for ESE and ELL students on a monthly basis through e-mails and monthly professional development.

Person Responsible Oscar Sanchez (oscar.sanchez@ocps.net)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

EOY 21-22 i-Ready data indicates that 71% of the 112 Kindergarten students scored Early K or above; 32% of the 106 first grade students scored Early first grade or above, and 33% of the 109 second grade students scored Early second grade or above. Overall for grades K-2, 45% of the 327 students scored at Early Grade Level or above.
Our areas of focus are to establish weekly ELA focused PLCs with qualified coaches, common planning with modeling of strong instructional practices, and the use of lesson plans and curriculum that align to the ELA B.E.S.T standards. During PLCs teachers will model strong, effective teaching techniques, and high yield strategies. This is also a time to review best practices, collaborate with teammates and coaches, and identify possible misconceptions in student learning. Student data will also be reviewed to

drive instructional decisions, and locate learning gaps. A special emphasis will be placed on phonemic awareness, phonics, and vocabulary instruction, as these are areas with deficits.
Instructional staff will receive trainings on the ELA B.E.ST. standards, Heggerty Phonemic Awareness, and SIPPS.
Our daily Extra Hour will be a time to focus on improving deficient reading skills, specifically phonics, using scaffolded texts, and providing extra foundational skills practice.

_____
For Grades K-2:
The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.
* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

_____

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

According to the "RAISE Schools Identification 2022-2023" document, a large number of students per grade level scored below Level 3 or proficiency. Of the 112 third grade students, 74% were not proficient which left 26% as proficient. For the 80 fourth grade students, 79% were not proficient leaving 21% as proficient. In fifth grade, 76% of the 88 students did not reach proficiency, therefore leaving 24% proficient.

Professional Development in Core Connections will address gaps in writing deficiencies. For reading/comprehension deficiencies, Extra Hour will use interventions such as SIPPS (phonics, phonemic awareness, vocabulary, fluency, and comprehension). The District provided lesson plans have scaffolds that are built to provide time for extra skills practice.

PLCs are structured in a way that a qualified coach is facilitating those sessions. Teachers are able to model strong instructional practices, identify possible misconceptions, collaborate, and review best practices. Data will also be reviewed and used as a planning tool to address learning gaps. We are including explicit vocabulary instruction, and front-loading vocabulary as this is a school-wide deficit. We will use different strategies to aid in students being able to apply the correct meaning to new vocabulary words. As far as other forms of data, we use assessment data from i-Ready, Standards Based Unit Assessments, Learning Checks, STAR, and AR.

_____
For Grades 3:
The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements:
Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.
* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

_____
For Grades 4-5:
* Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.

_____

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By the end of the 2022-2023 school year, at least 58% of students in grades K-2 will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____
1) By the end of the year, at least 75% of students in Kindergarten will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____
2) By the end of the year, at least 50% of students in first grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____
3) By the end of the year, at least 50% of students in second grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____

We will be able to monitor K-2 student data with the new Progress Monitoring system, STAR, and Standards Based Unit Assessments and the i-Ready Instructional Placement Tool.

Grades 3-5: Measureable Outcome(s)

By the end of the 2022-2023 school year, at least 41% of tested students in grades 3-5 will achieve a proficient score on the state assessment.
_____
1) By the end of the year, at least 45% of students in third grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____
2) By the end of the year, at least 40% of students in fourth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____
3) By the end of the year, at least 38% of students in fifth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
_____

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

RAISE will be monitored using beginning and middle of the year benchmark assessments through F.A.S.T. as well as i-Ready. Continued student growth will be monitored through STAR, and SIPPS data as well as district common assessment data from the Standards-based Unit Assessments to determine differentiated

small group and intervention focus. Data gathered from documented MTSS interventions provided to students at the Tier II and Tier III levels through such programs as SIPPS and Heggerty will be used to make informed instructional decisions as well. Biweekly data meetings will occur with teachers to review students' data and address adjustments that may need to be made for student learning as well as formative checks to verify that students make gains in content.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Harrelson, Patty, patty.harrelson@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The school is a part of the School Transformation Office, and will use evidence-based programs such as i-Ready and SIPPS for instruction and monitoring. The school will align with the District's expectation of recommended curriculum, targeted professional development, and differentiated instruction for students who are identified as needing Tier II and Tier III support. The school will use the District approved streamlined walkthrough tool weekly to monitor instruction and identify trends.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The following components of the Foundational Skills to Support Reading for Understanding Practice Guide identifies strategies when used in tandem with Heggerty and SIPPS meet a strong level of evidence to support ESSA subgroups:

-Use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

-i-Ready (Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

SIPPS assesses and focuses on phonemic awareness, phonics, vocabulary, fluency, and comprehension skills. i-Ready assesses and focuses on phonemic awareness, phonics, high frequency words, vocabulary, and comprehension skills.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Student Based Unit Assessment data will be reviewed after each instructional unit to determine learning gains, misconceptions, and learning gaps; i-Ready, Progress Monitoring, SIPPS, and STAR data will be reviewed quarterly. _____ - Literacy Leadership- Leadership members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. _____ - Literacy Coaching- The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. _____ - Assessment- Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. EOY and FSA data are being used to initialize the student groups and upcoming diagnostic data will be used to update the groups as changes are being made in the data. _____ - Professional Learning- Available in SIPPS, Heggerty and B.E.S.T. standards. _____	Harrelson, Patty, patty.harrelson@ocps.net
Professional Learning will be offered for the ELA B.E.S.T. Benchmarks, Core Connections, Heggerty Phonemic Awareness, and SIPPS. Teachers will also attend PLCs three times per week to go over details of upcoming lessons, plan text-based and benchmark-based questions, and plan for student responses. _____ - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. _____ - Literacy Coaching - The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. _____ - Assessment - Data meetings will be utilized to confirm teachers' understanding of the assessment results in order to make adjustments to future instructional lessons by incorporating benchmarks previously taught. _____ - Professional Learning - Coaches will provide training in SIPPS, Heggerty and B.E.S.T. standards. _____	Harrelson, Patty, patty.harrelson@ocps.net

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

We are instituting a House system, with all of our students having the opportunity to be sorted into a house. We will emphasis building community, and inclusivity for students in their house. Students K-5 will have the opportunity to earn house points for positive behavior and for achieving academic goals. We use a positive behavior support system, built around eleven positive behavior/ life skills that we teach students. The Essential for the week will be modeled and discussed on morning announcements. Each class will select a student of the week that exemplifies the positive essential skill for the week. There will be quarterly house challenges that emphasis kindness challenges, and other anti-bullying campaigns, as well as academic components.
Teachers will hold regular class meetings to build community and and relationships in their own classrooms.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal and Assistant Principal- Modeling and promoting examples of the Essential Eleven life skills, and positive behavior on morning announcements daily. Principal will visit each class and recognize the Student of the Week and discuss why they were selected with class.

Teachers- follow-up discussion in class meetings, and reminders in the classroom. Student of the Week that exemplifies that week's skill selected. Recognition of positive and anti-bullying behaviors, and house and Class Dojo points awarded.

Students- participate in earning positive House and Dojo points, along with Colts Cash (incentives) for positive behavior, and earning specified academic goals.

Guidance Counselor- Institute Breakfast Club Check-in sessions with high behavior needs students, in order to give them a soft and successful start to the day. Guidance Counselor will also ensure that staff has access to the Second Step curriculum (SEL and Social skills lessons) to use as needed.

Behavior Specialist- Social skills groups with selected students, as well as a positive behavior support room that will be utilized for ESE students on behavior plans.

Safety Patrols will be reinstated with a new leader, and leadership training provided to those safety patrols in fifth grade. Patrols will model positive behavior for other students on campus, maintaining good behavior and academic standing.