

Orange County Public Schools

Eccleston Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Eccleston Elementary

1500 AARON AVE, Orlando, FL 32811

<https://ecclestons.ocps.net/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Feliciano, Angela	Principal	<p>Mrs. Feliciano provides the vision for the school to ensure high academic achievement is attained for all students. She implements and evaluates programs within the school to ensure that the achievement gap is closing among subgroups. As an administrator, she performs classroom observations to manage and support alignment for student learning. Additionally, actionable feedback is provided to the teachers for improvement of instruction. She holds weekly Professional Learning Community meetings at each grade level with the instructional team members and the support coaches to discuss standards-based instruction, Tier I and Tier II interventions along with enrichment lessons for students who are working above grade level. All discussions are focused on increasing student achievement through fostering a growth mindset. Mrs. Feliciano coordinates the operation and management of all school functions, community relations, and school budgets in compliance with district policies. She also participates in the School Advisory Council (SAC).</p>
Miskovsky, Melissa	Instructional Coach	<p>Mrs. Miskovsky supports school curriculum planning and implementation of curriculum initiatives, provides support to teachers as an instructional coach, and provides feedback to ensure instruction is differentiated to meet the individual needs of students. Mrs. Miskovsky conducts curriculum materials inventory, assists teachers with the implementation of Marzano instructional practices, and monitors the fidelity of Deliberate Practice strategies being used to increase student achievement. She oversees and monitors Tier One, assessments and student data. She facilitates fourth and fifth-grade Professional Learning Communities and coordinates the Science PMA diagnostic assessment schedules. In addition, Ms. Miskovsky is the MTSS Coordinator for fourth and fifth grade, ensuring the process is systematic so the data collected can be used in the Special Education determination process when needed.</p>
Wichhart, Lynda	Instructional Coach	<p>Mrs. Wichhart provides ongoing professional development, coaching support, and resources to teachers in ELA, Math, and classroom management through the coaching cycle as it pertains to instruction in grades Kinder through third. In addition, Ms. Wichhart is the MTSS Coordinator for those same grades, ensuring the process is systematic so the data collected can be used in the Special Education determination process when needed.</p>
Santiago, Ana	Staffing Specialist	<p>Ms. Santiago coordinates the Exceptional Student Program. She maintains appropriate records related to IEPs, 504s, and EPs as well as ensuring staff are providing students with the appropriate accommodations and that services are provided as stipulated in each student's plan.</p>
Grimes, Veronica	School Counselor	<p>Ms. Grimes provides education, prevention, early identification, and intervention. In Eccleston, she helps their students achieve academic success, develop an understanding of career opportunities, and develop social/ emotional skills in response to issues they face.</p>

Name	Position Title	Job Duties and Responsibilities
Frazier, Ulunda	Assistant Principal	Ms. Frazier is responsible for assisting the principal with carrying out the school's vision and mission. Her role as an instructional leader includes the collection and analysis of data and supervisory support of all grade levels with an intense focus on the 1st, 2nd, and 3rd grades. She assists with facilitating common planning and data meetings. She conducts classroom observations and provides feedback and support to teachers on instructional practices and classroom interventions. Ms. Frazier also coordinates the community engagement of the school through the Community Partnership School initiative.
Oliver, Stevie	Dean	Mr. Oliver organizes, coordinates, and administers assigned programs and activities related to student discipline, attendance, and behavior MTSS.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The School Advisory Council (SAC) will review, and provide feedback on the 23-24 School improvement plan. Their feedback is used to determine any additional area of need in the school. For example, they might voice that based on surveys or data the school needs after-school tutoring or provide feedback on the strategies the administration believes will be most effective. The administration then uses their suggestions and feedback to create a comprehensive plan. The SAC is composed of parents, staff, and community members. They meet once a month.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by analyzing the school's data collected from the results of the FAST assessment. We will compare mid and end-year results with the one before. Adjustments to the plan and strategies implemented will be made when needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education

2022-23 Title I School Status	Yes
2022-23 Minority Rate	96%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	5	20	26	18	20	2	0	0	0	91
One or more suspensions	0	5	4	2	11	0	0	0	0	22
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	3	22	22	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	3	24	26	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	7	20	19	22	0	0	0	0	68

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	10	11	27	21	0	0	0	74

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	6	25	28	22	20	23	0	0	0	124
One or more suspensions	0	0	0	3	2	5	0	0	0	10
Course failure in ELA	0	0	0	24	8	6	0	0	0	38
Course failure in Math	0	0	0	7	10	1	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	7	25	38	0	0	0	70
Level 1 on statewide Math assessment	0	0	0	6	27	41	0	0	0	74
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	94	82	78	80	85	0	0	0	419

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	7	24	38	0	0	0	69

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	3	34	41	43	16	29	0	0	0	166
One or more suspensions	0	1	5	2	2	8	0	0	0	18
Course failure in ELA	0	0	0	15	6	24	0	0	0	45
Course failure in Math	0	0	0	6	6	21	0	0	0	33
Level 1 on statewide ELA assessment	0	0	0	0	0	16	0	0	0	16
Level 1 on statewide Math assessment	0	0	0	0	0	12	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	21	29	32	37	0	0	0	125

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	4	15	9	34	0	0	0	63

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36	57	53	31	56	56	30		
ELA Learning Gains				55			35		
ELA Lowest 25th Percentile				39			29		
Math Achievement*	41	60	59	32	46	50	23		
Math Learning Gains				70			31		
Math Lowest 25th Percentile				60			29		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	51	63	54	37	61	59	29		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	61	59	59	31			33		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	224
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	355
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	9	Yes	3	3
ELL	50			
AMI				
ASN				
BLK	41			
HSP	45			
MUL				
PAC				
WHT				
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	2	2
ELL	42			
AMI				
ASN				
BLK	45			
HSP	54			
MUL				
PAC				
WHT				
FRL	46			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	36			41			51					61
SWD	4			13							2	
ELL	35			53							3	61
AMI												
ASN												
BLK	35			39			53				4	
HSP	44			50							3	40
MUL												
PAC												
WHT												
FRL	35			40			52				5	60

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	31	55	39	32	70	60	37					31
SWD	3	47	40	7	56		17					
ELL	45			50								31
AMI												
ASN												
BLK	29	53	38	30	69	59	36					
HSP	43	67		38	67							
MUL												
PAC												
WHT												
FRL	31	52	38	32	69	56	41					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	30	35	29	23	31	29	29					33
SWD	4			5								
ELL	46			31								33

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	27	33	19	22	26	18	32					
HSP	53			41								
MUL												
PAC												
WHT												
FRL	28	34	30	23	32	30	26					

Grade Level Data Review– State Assessments (pre-populated)
 The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.
 An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	39%	54%	-15%	54%	-15%
04	2023 - Spring	46%	60%	-14%	58%	-12%
03	2023 - Spring	37%	52%	-15%	50%	-13%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	42%	59%	-17%	59%	-17%
04	2023 - Spring	34%	62%	-28%	61%	-27%
05	2023 - Spring	47%	55%	-8%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	59%	-12%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection

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

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

ELA showed the lowest performance. We believe that the lack of mastery in fundamental reading skills affects the student's performance.

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

There are no components that showed a decline from the prior year.

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.

Math was the area of greatest gap when compared with the state average. Specifically in the 4th grade with a 27% difference. We believe that the surface-level development of number sense and struggle with understanding multi-step processes to solve problems affects our student's performance.

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

The area of achievement in ELA increased by 10 points in comparison to the year prior. We believe the implementation of the "Walk to Reading" procedure, SIIPS program, and school-wide small group instruction during intervention time all supported our student's improvement. In addition, the school was consistent in data analysis and regrouping when appropriate. Finally, teachers were able to adjust I-Ready lessons to accelerate learning and MTSS was implemented allowing the school to provide FAPE to all students.

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

According to the FAST 2022-23 end-of-year Reading Assessment, 40% of students in grades 3-5 were on or above grade level in Reading. FAST data also indicates that 60% of students in grades 3-5 are performing 2 or more years below grade level. Additionally, Eccleston continues to struggle with high tardiness and absence rates school-wide.

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

Decrease the number of students performing below grade level in reading and math in the FAST assessment from the beginning of the school year to the end of the school year.

Improve student attendance.

Increase and intensify teacher training in regard to small group instruction, data analysis, and the MTSS process.

Area of Focus

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

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The most recent Reading FAST data indicated that 42% of students scored below level 3 in English Language Arts (ELA). We will target reading foundational skills in reading intervention, which will support an increase in ELA proficiency by 5% in the 3-5 grade population. For our population of English Language Learners, we will focus on supporting them to obtain the vocabulary. For the ESE population, we will continue to focus on ensuring they are receiving all the services and working on the goals stipulated in their IEP this will support the growth of 5% When speaking of the Second Language Learners we will also see an increase in achievement of 5%, from 35% to 40% Finally, with the ESE population we will focus on increasing the learning gains also by 5% from 47% to 52%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2024 ELA FAST assessment results will show an increase in achievement for students in grades 3-5 of at least 5% from 36% (2023 end-of-year results) to 41% as measured by the third assessment of the year. When speaking of the Second Language Learners we will also see an increase in achievement of 5%, from 35% to 40%. Finally, with the ESE population we will focus on increasing the increasing learning gains also by 5%, from 47% to 52%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Exact Path Assessment results and student progress
 SIIPs Mastery Assessments
 Classroom Walkthroughs analysis
 District Standard-Based Unit Assessments
 IEP implementation
 ELL Champion classroom observations
 FAST assessments

Person responsible for monitoring outcome:

Angela Feliciano (angela.feliciano@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To teach our students in the lowest 25% and any other non-readers in intermediate grades to decode words, analyze word parts, and recognize words we will be using SIPP, Exact Path, UFLI interventions, small group instruction, Acceleration tutoring, and Imagine Learning (only for ESOL new to the country students)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The strategy above was selected because there is strong evidence to support the fact that teaching students to decode, analyze word parts, and practice fluency builds strong foundations and support the fact that teaching students to decode, analyze word parts, and practice fluency builds strong foundations and supports them in becoming fluent readers. In addition, our ESSA sub-group data reflects the need to increase proficiency in all areas and most importantly for our ESE subgroups.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 diagnosed for interventions and progress monitored throughout the year to ensure interventions are strategic and meet the needs of all students. ESSR sub-group data will be monitored to ensure students within each group are academically growing and moving toward proficiency.

Person Responsible: Angela Feliciano (angela.feliciano@ocps.net)

By When: Beginning in August 2023.

Standard-based unit assessments will be administered after each unit of instruction to progress monitor student proficiency in the standards. Teachers will strategically remediate and reteach based on data.

Person Responsible: Lynda Wichhart (lynda.wichhart@ocps.net)

By When: Beginning in August 2023.

Customized professional development will be provided to teachers throughout the school year to build their capacity and understanding of the new B.E.S.T standards, and the MTSS process.

Person Responsible: Lynda Wichhart (lynda.wichhart@ocps.net)

By When: Beginning August 2023.

Provide professional development in best practices for ESOL students, with individualized teacher mentoring to improve and increase teacher practice of the strategies.

Person Responsible: Ana Santiago (ana.santiagobiascochea@ocps.net)

By When: September/October 2023

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

On the most recent FAST, data indicated that 58% of students scored below level 3 in math. We will target math foundational skills in math intervention, which will support an increase in math proficiency by 5% from 42% to 47%. For our ESOL we will focus on math vocabulary acquisition, while for our ESE students, we will focus on ensuring their IEP goals are being taught and that students are making progress.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The 2023 Math FAST will show an increase in achievement for students in grades 3-5 of at least 5% percentage points from 58% to 63% as measured by the third assessment of the year. When speaking of the Second Language Learners we will also see an increase in achievement of 5%, from 48% to 53%. Finally, with the ESE population we will focus on increasing the learning gains also by 5% from 12% to 17%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Successmaker assessments
Classroom Walkthroughs
District Standards-based Unit Assessments
IEP implementation
ELL Champion classroom observations
FAST assessment

Person responsible for monitoring outcome:

Angela Feliciano (angela.feliciano@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teach students in our lowest 25% to count, compare, and understand place value. Additionally, we will focus on a strong understanding of mathematical operations and problem-solving with the use of Successmaker, number words, SRA, small group differentiated instruction, Standard-base lessons, Cooperative learning strategies, Acceleration tutoring, and Imagine Learning (only for ESOL new to the country students).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mathematics provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Customized professional development will be provided to teachers throughout the school year to build their capacity and understanding of the new B.E.S.T standards, and the MTSS process.

Person Responsible: Angela Feliciano (angela.feliciano@ocps.net)

By When: Beginning August 2023.

Provide professional development in best practices for ESOL students, with individualized teacher mentoring to improve and increase teacher practice of the strategies.

Person Responsible: Ana Santiago (ana.santiagobiascochea@ocps.net)

By When: Beginning September 2023.

Data analysis of FAST, Successmaker, and Standard-based assessments to create data-driven small-group interventions.

Person Responsible: Melissa Miskovsky (melissa.miskovsky@ocps.net)

By When: Beginning September 2023.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will be focussing on decreasing the number of students receiving in-school and out-of-school suspensions. The amount of time students spend in the PASS room or in out-of-school suspensions decreases the amount of time students spend inside the classroom receiving instruction.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The number of students receiving PASS and/or out-of-school suspension will decrease by 5% when compared with the year prior. Prior year the school had 22 students with 2 or more suspensions.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The school culture and environment will be monitored through the lens of discipline data with a school-wide plan for expectations. We will keep parents informed of student responsibility via dojo, newsletters, and phone calls. The importance of teaching and re-teaching the expectations will remain ongoing throughout the school year, with character education, classroom and campus individualized lessons, small group social skills training, and quarterly review of the Code of Student. Conduct social-emotional reminders and tips on morning announcements.

Person responsible for monitoring outcome:

Angela Feliciano (angela.feliciano@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

- School-wide positive behavior system with rewards
- Classroom behavior systems with rewards and consequences
- Individual student behavior Intervention plans for ESE students
- Behavior plans for non-ESE students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

A positive, encouraging atmosphere can result in improved academic achievement, higher graduation rates, reduced discipline referrals, and increased staff retention rates. A school-wide behavior plan can help you accomplish all of that and more.

Classroom behavior plans can support students who may lag behind their peers developmentally and often get snared in a cycle of poor behavior and punishment. By providing these students with the scaffolding to develop positive behaviors, you improve the overall climate in your school.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Review the code of conduct with students every quarter.

Person Responsible: Stevie Oliver (stevie.oliver@ocps.net)

By When: Beginning August 2023.

Support teachers in the creating and implementation of classroom positive behavior interventions when needed.

Person Responsible: Stevie Oliver (stevie.oliver@ocps.net)

By When: Beginning August 2023.

Provide students with resiliency, character, and social skills lessons throughout the school year.

Person Responsible: Veronica Grimes (veronica.grimes@ocps.net)

By When: Beginning August 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school leadership team analyzed current student data to determine the needs of students in all tiers of instruction. The leadership team formulated strategic small groups based on data. The administrative team reviewed school improvement funds allocated and met with instructional coaches and teachers to identify and purchase resources aligned to student needs, across content areas and tiers of instruction.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The instructional practice for K-2 ELA includes an ELA block where teachers use the CRM and Wonders curriculum to teach current grade level B.E.S.T standards. In addition, teachers differentiate instruction in reading during small group time. The school also provides 60 minutes of additional reading intervention called Power Hour. During this intervention time, teachers and interventionists use Exact Path, SIPPS, UFLI, Heggerty, and teacher-created standard-based comprehension lessons to support students in closing the achievement gap.

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

The instructional practice for 3-5 ELA includes an ELA block where teachers use the CRM and Wonders curriculum to teach current grade level B.E.S.T standards. In addition, teachers differentiate instruction in reading during small group time. The school also provides 60 minutes of additional reading intervention called Power Hour. During this intervention time, teachers and interventionists use Exact Path, SIPPS, UFLI, and teacher-created standard-based comprehension lessons to support students in closing the achievement gap.

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 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 Measurable Outcomes

Our goal is that every student gains at least one year's worth of growth as measured on the Exact Path reading diagnostic and/or Star Literacy assessment.

Grades 3-5 Measurable Outcomes

Our goal is that every student gains at least one year's worth of growth as measured on the Exact Path reading diagnostic and/or FAST ELA end-of-year assessment.

Monitoring

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 impact student achievement outcomes.

The Exact Path, SIPPS, FAST, and Standard-based Unit assessment results will be used for ongoing monitoring of student progress to ensure students are making adequate gains to meet our goal. When any particular student is not showing adequate growth in one or more of the programs the team will add tier 2 or 3 interventions that support the student's growth. If after tier 3 interventions are in place and the student is not demonstrating adequate growth then the team will move to obtain consent to evaluate for ESE services while continuing to provide tier 2 and tier 3 interventions.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Feliciano, Angela, angela.feliciano@ocps.net

Evidence-based Practices/Programs**Description:**

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?
1. Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons.
 2. Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development.
 3. Activities that build phonological awareness and explicit instruction in letter-sound relationships.
 4. Intentional efforts to build vocabulary and content knowledge in addition to abundant reading opportunities in the classroom.
 5. Routinely use a set of comprehension-building practices to help students make sense of the text
 - Build students’ world and word knowledge so they can make sense of the text
 - Consistently provide students with opportunities to ask and answer questions to better understand the text they reading,
 6. Collaboration with families in promoting literacy

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?
- Use of the comprehension pieces of the optional daily slides: Routinely use a set of comprehension-building practices to help students make sense of the text.
- Heggerty: Develop awareness of the segments of sounds in speech and how they link to letters,
- SIPPS: Teach students to decode words, analyze word parts, and write and recognize words. It also builds students’ decoding skills so they can read complex multisyllabic words.
- Exact Path: Develop awareness of the segments of sounds in speech and how they link to letters; teach students to decode words, analyze word parts, and write and recognize words. It also builds students’ decoding skills so they can read complex multisyllabic words and provides purposeful fluency-building activities to help students read effortlessly.
- SOAR monthly Literacy Nights: Collaboration with families in promoting literacy

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
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Reading

Literacy Leadership and Coaching: The leadership team will participate in district-provided literacy professional development and bring their learning to share with the staff. The administration will do walkthroughs and provide feedback to teachers that will support the implementation of best practices for reading.
 Assessment: Monitoring the results of assessments given to students and support teachers in identifying what areas need to be reviewed, or re-taught.
 Professional Learning: Weekly grade level ELA PLC will be provided to support the teacher's understanding of B.E.S.T. standards and ideas for classroom activities.

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Math

Leadership and Coaching: The leadership team will participate in district-provided math professional development and bring their learning to share with the staff. The administration will do walkthroughs and provide feedback to teachers that will support the implementation of best practices for math.
 Assessment: Monitoring the results of assessments given to students and support teachers in identifying what areas need to be reviewed, or re-taught.
 Professional Learning: Weekly grade level Math PLC will be provided to support the teacher's understanding of B.E.S.T. standards and ideas for classroom activities.

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Leadership and Coaching: The leadership team will participate in the district-provided discipline, ESE, and de-escalation professional development and bring their learning to share with the staff. The administration will do walkthroughs and provide feedback to teachers that will support the implementation of best practices for positive behavior management, and behavior plans.
 Assessment: Monitoring the results of the behavior plans given to students and support teachers in identifying what areas need to be reviewed, or re-taught.
 Professional Learning: Teachers will participate in training such as the School Behavior plan, and parent engagement.

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 angela.feliciano@ocps.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP, UniSIG budget, and SWP are shared with parents and other community stakeholders in SAC meetings in addition to being available in the district.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school builds positive relationships with parents, families, and other community stakeholders by ensuring they receive accurate information by phone, email, or school-wide Class Dojo. The school informs parents/guardians of progress through progress reports every 9 weeks and report cards every quarter. It also provides time for parents/ guardians to discuss progress and goals through parent-teacher conferences quarterly. Parents are encouraged to join and participate in School Accountability Committee, PTA, and Multilingual Council. All parents and guardians are also invited to all IEP and 504 meetings. Teachers have access and are encouraged to have communication with parents through phone, email, or talk space.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

In order to accelerate learning, an intense focus on targeted student achievement will happen throughout the school year through the walk-to intervention models in reading and math. The school will also use Exact Path online program for reading and Success Maker online program for math as well as targeted small-group instruction in both content areas. After-school tutoring will be provided to students who are in need of it.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school is working in coordination with the nutrition program, and community partnerships to provide after-school meals, mentoring, and tutoring.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school provides in-school mental health, medical, dental, and eye services to all students with consent through the Community Partnership Program. Weekly mentoring, soccer, Dramatic Education, STEM club, tutoring, and other programs and clubs are available for students after-school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Postsecondary opportunities and workforce are shared with students through career day as well as through classroom academic reading, and classroom discussion. 5th grade students visit the nearest middle school where they learn about the different academic programs they offer and the benefits of participating in them.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The school uses the MTSS process to prevent and address both behavior and academic needs. Tier 1 is the instruction given to all students. Diagnostic assessment results are obtained from all students to determine the need for tier 2 interventions. Tier 2 interventions are provided during extra reading hour for those in need and enrichment is given to those not identified as in need of tier 2 interventions. Tier 2 intervention is assessed at least every ten lessons. For students not improving with tier 2 intervention, tier 3 is added to their day. Tier 3 will be either intensified instruction or instruction with fewer students in a group. This intervention is then assessed at least every 5 days. If no improvement is observed, the student is referred for ESE evaluation. If the student qualifies he or she will begin to receive ESE services for the area of need in addition to the tier 2 and tier 3 interventions received in their homeroom.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

The following professional development will be provided in order to accelerate learning:

- Student Learning Monitoring Techniques (Kagan strategies)
- Student Participation Monitoring Techniques (Kagan strategies)
- Best practices when working with ESE/ESOL students
- Foundations of Reading
- Gradual Release Model of Instruction
- Resiliency Skills
- MTSS process
- Research-based reading and math intervention programs
- Small group instruction

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

The school provides a summer program called Jump Start for incoming kindergarteners where they learn kindergarten procedures and pre-academic skills. Kindergarten informational and meet-the-teacher events are conducted yearly to support transitioning from preschool to elementary school.