

Orange County Public Schools

Catalina Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Catalina Elementary

2448 29TH ST, Orlando, FL 32805

<https://catalinaes.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
Harrelson, Patty	Principal	<ul style="list-style-type: none"> ▪ 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
Sanchez, Oscar	Assistant Principal	<ul style="list-style-type: none"> ▪ 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 (K-1 PLC's) ▪ Developing and maintaining school safety procedures

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ Evaluating teachers and learning materials to determine areas where improvement is needed ▪ Assessing data such as state standards and test scores ▪ Coordinating transportation for students ▪ Hiring and training staff ▪ Ordering and approving equipment and supply orders ▪ Supervising grounds and facilities maintenance ▪ Walking the hallways and checking in on teachers and classrooms ▪ Responding to emails from teachers, parents and community members
Williams, Kenya	Assistant Principal	<ul style="list-style-type: none"> ▪ Managing of student schedules in Skyward, including the POPI schedule ▪ Meeting with parents to discuss academic needs ▪ Working with teachers to ensure delivery of curriculum standards ▪ Developing and maintaining school mentoring program (with the guidance counselor) ▪ Evaluating teachers and learning materials to determine areas where improvement is needed ▪ 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 ▪ Walking the hallways and checking in on teachers and classrooms ▪ Responding to emails from teachers, parents and community members
Henleben, Amanda	Math Coach	<ul style="list-style-type: none"> ▪ Facilitate the intellectual and professional 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 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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ 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
<p>Armstrong, Jessica</p>	<p>Other</p>	<ul style="list-style-type: none"> ▪ 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
<p>Powell, Valerie</p>	<p>Other</p>	<ul style="list-style-type: none"> ▪ 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
<p>Singleton, Shantrelle</p>	<p>School Counselor</p>	<ul style="list-style-type: none"> ▪ 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

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> ▪ 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 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
Hart, Michael	Curriculum Resource Teacher	<ul style="list-style-type: none"> ▪ 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
Cordero, Ines	Other	<ul style="list-style-type: none"> ▪ Assists in the development, implementation, and evaluation of intervention programs that address the needs of at-risk students ▪ 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

Name	Position Title	Job Duties and Responsibilities
Jones, Shawate	Staffing Specialist	<ul style="list-style-type: none"> Prepares and maintains a variety of district, county, state, and federal records and reports; directs preparation of records and reports by staff

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.

Our data from 22-23 was shared with all stakeholders, to include Staff and Faculty, and community members and parents through SAC and CAT meetings. Input was taken through roundtables, meeting feedback, and surveys.

All input was considered as the Leadership wrote new goals. In pre-planning we will conduct processing activities with our staff so that they understand our goals, and the action steps we will use to reach them. The same will occur in CAT meetings with parents and community members.

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))

Ongoing progress monitoring of our SIP goals and data will occur, with data meetings scheduled following every assessment. Adjustments of interventions and small groups will happen as a response to data, in order to keep students moving and progressing, and to ensure that we are closing gaps.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification	CSI

*updated as of 3/11/2024	
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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: F 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	11	20	45	35	44	19	0	0	0	174
One or more suspensions	0	10	15	31	37	21	0	0	0	114
Course failure in English Language Arts (ELA)	0	0	0	4	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	4	61	25	0	0	0	90
Level 1 on statewide Math assessment	0	0	0	3	51	31	0	0	0	85
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	34	41	61	0	0	0	0	148
	0	0	0	0	0	0	0	0	0	

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	9	30	33	67	29	0	0	0	168

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	4	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

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	11	52	43	61	32	33	0	0	0	232
One or more suspensions	0	1	9	10	3	3	0	0	0	26
Course failure in ELA	0	0	0	8	2	5	0	0	0	15
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	22	36	50	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	15	31	43	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	25	35	46	0	0	0	112

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	7	38	36	36	0	0	0	117

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

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	11	52	43	61	32	33	0	0	0	232
One or more suspensions	0	1	9	10	3	3	0	0	0	26
Course failure in ELA	0	0	0	8	2	5	0	0	0	15
Course failure in Math	0	0	0	0	0	1	0	0	0	1
Level 1 on statewide ELA assessment	0	0	0	22	36	50	0	0	0	108
Level 1 on statewide Math assessment	0	0	0	15	31	43	0	0	0	89
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	5	25	35	46	0	0	0	112

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	7	38	36	36	0	0	0	117

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

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*	27	57	53	24	56	56	26		
ELA Learning Gains				33			48		
ELA Lowest 25th Percentile				28			77		
Math Achievement*	43	60	59	31	46	50	37		
Math Learning Gains				35			41		
Math Lowest 25th Percentile				43			58		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	36	63	54	25	61	59	30		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	44	59	59	57			48		

* 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)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	175
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	276
Total Components for the Federal Index	8
Percent Tested	99
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	20	Yes	3	3
ELL	32	Yes	2	
AMI				
ASN				
BLK	32	Yes	2	
HSP	42			
MUL				
PAC				
WHT				
FRL	35	Yes	2	

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	25	Yes	2	2
ELL	34	Yes	1	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	42			
MUL				
PAC				
WHT				
FRL	33	Yes	1	

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	27			43			36					44
SWD	9			21			40				5	25
ELL	25			52			27				5	44
AMI												
ASN												
BLK	23			38			32				5	49
HSP	37			58			44				5	40
MUL												
PAC												
WHT												
FRL	28			42			34				5	43

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	24	33	28	31	35	43	25					57
SWD	15	18	22	21	30	39	21					30
ELL	18	28	29	31	37	47	21					57
AMI												
ASN												
BLK	23	29	28	28	31	39	23					47
HSP	28	44		41	42		29					70
MUL												
PAC												
WHT												
FRL	21	33	32	29	32	38	22					57

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	26	48	77	37	41	58	30					48
SWD	25	55	90	27	43	55	44					43
ELL	21	54	73	37	56		14					48

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	28	49	74	36	35	56	35					47
HSP	22	50		44	60		13					49
MUL												
PAC												
WHT												
FRL	25	45	72	37	44	65	32					51

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	21%	54%	-33%	54%	-33%
04	2023 - Spring	37%	60%	-23%	58%	-21%
03	2023 - Spring	24%	52%	-28%	50%	-26%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	59%	-20%	59%	-20%
04	2023 - Spring	48%	62%	-14%	61%	-13%
05	2023 - Spring	31%	55%	-24%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	34%	59%	-25%	51%	-17%

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.

Reading achievement is the data component that showed the lowest performance with a proficiency at 29%. Students with Disabilities were the lowest performing subgroup in Reading (7%).

Some of the contributing factors include gaps in the foundational skills such as phonics, phonological awareness, and sight recognition. Because our students struggled with those skills, they struggled with basic comprehension.

We also saw the impact of absenteeism and tardiness on our extra hour of reading effectiveness, and on the reading block.

Another trend that we noticed were gaps in the execution of Whole Group and Small Group lessons by the teachers. While they are coachable, there are still gaps that need to be filled in the area of instructions.

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

The scores from last year to this year improved. There was no decline in any of the data components.

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.

The greatest gap was in Reading proficiency. The factors that contributed to this gap include: 1) Our school struggled to close gaps to proficiency in one year. 2) Our students had to read-to-learn when they still were not proficient in learning to read. 3) Student stamina with longer passages became apparent in assessment outcomes. As stated above, there were significant gaps in Reading foundational skills. The Extra Hour block did not close those gaps as much as we would have liked. Lack of student stamina was a leading trend that was observed due to students having a difficult time with longer passages and an extended amount of questions.

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

Our subject area that showed the improvement in proficiency was math. In 2022 Catalina had a 31% proficiency rate, in 2023 that increased by 13% to 44%. Actions that lead to this increases in proficiency were:

1. A PLC and common planning schedule was built and implemented with consistency throughout the year. In PLCs we were able to have conversations about best instructional strategies and model those instructional strategies. Teachers were also able to take away a strong understanding of their benchmarks and coaches ensured that instruction and tasks were aligned to benchmarks.
2. The administration also provided professional development to support behavior that positively impacted continuity of instruction.
3. Administration and coaches provided coaching cycles to tier one teachers throughout the year that improved quality of instruction. Classroom visits were conducted weekly, with all instructional staff

receiving actionable feedback. Visits were documented on coaching logs.

4. A Fact Frenzy program was developed that encouraged students to become more fluent in their mathematic facts.

5. An after school tutoring program was established, and took place twice weekly, with intensive intervention to those struggling.

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

The greatest area of concern based on our EWS data is the number of students absent for more than 10% of the year (174). This is more than one-fourth of our student population. This number of absences can not only create a larger gap for our struggling students but also move our proficient students into a deficiency. Another area of concern is the number of students with a substantial reading deficiency (148). Of those 148 students, 136 of them were in 2nd, 3rd and 4th grades. This highlights the gaps that will be prevalent in our intermediate grades for the 2023-2024 school year.

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

1. ELA Proficiency for all grade levels
2. 3rd grade Reading proficiency (strong need for remediation)
3. Students with Disabilities Math and Reading Proficiency (Lowest Sub Group)
4. 5th Grade Math Proficiency
5. Science proficiency- maintain growth and push for higher proficiency

Area of Focus

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

#1. 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.

Our absenteeism rate is very high at Catalina, and our suspension rate was higher than we would like as well. These absences affected our students academically, and thus our proficiency scores last year. In direct response to some of our high behavior needs, and our absenteeism, we are instituting a school-wide student mentoring system. Our Tier 3 behaviors will be assigned a staff mentor that will provide a check-in/ check-out daily. In addition, there will be a weekly meeting to discuss targeted areas. Once a month we will provide a simple craft for mentees to complete with their mentor, allowing them extended time to bond and coach mentees on their targeted behaviors.

Measurable Outcome:

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

One hundred seventy four students exhibited absences of 10% or more days during the 2022-2023 school year based upon Early Warning Systems (EWS) data. We will reduce our absentee percentage by 50% from 174 students to 87 or less students for the 2023-2024 school year.

Monitoring:

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

July Professional Development (PD) was held for those participating in the mentor program. Weekly logs will be completed by mentors, and students in Tier 3 will have their daily behavior plans monitored and initialed by their mentor. All of these will be uploaded in a google drive, and will be monitored for consistency by our Assistant Principal and Guidance. Administration including the Dean will monitor suspension data, ensuring that any who are suspended more than once are assigned to the mentor program and monitored.

Person responsible for monitoring outcome:

Kenya Williams (kenya.williams@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.)

The mentoring program inclusive of behavior plans are monitored via weekly logs and uploaded in the school's google drive. In addition, our Guidance Counselor will hold the Breakfast Club each morning for the most intensive behavior students. Zones of Regulation lessons will be taught daily to assist with those behavior needs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

There was a direct link between high behaviors and high absenteeism last year.

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.

Tier 3 students for behavior, and high absentee students will be identified.

Person Responsible: Kenya Williams (kenya.williams@ocps.net)

By When: August 12th

Mentors will be matched with mentees. Mentor training has already taken place in July, but a makeup will be held for any joining late. Any student behaviors that may be considered disruptive will be recommended for the MTSS process with the school's behavior specialist and behavior support team. The school will receive additional assistance from the district behavior support team when necessary.

Person Responsible: Kenya Williams (kenya.williams@ocps.net)

By When: August 15th

Mentors will begin weekly meetings, and daily check-ins. Logs will be filled out and uploaded weekly. The logs will be monitored by the assistant principal and discussed in the behavior support team meetings to include the attendance clerk.

Person Responsible: Kenya Williams (kenya.williams@ocps.net)

By When: August 18th, Weekly

Monthly parent activities are planned for our parents, with an emphasis on learning labs for them. The importance of attendance and being on time to receive full instruction will be presented in conjunction with each monthly training.

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

By When: November 2023, Ongoing

#2. ESSA Subgroup specifically relating to Students with Disabilities

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.

Of the 44 Students with Disabilities (SWD) at the intermediate level that were considered a match to the FTE periods, 29 were tested with the ELA FAST assessment. Two of the twenty-nine students or 7% were proficient. Six of the twenty-nine students or 21% scored a level 2 and 21 of the 29 or 72% of the students were at level 1.

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 2023-2024 school year, the Students with Disabilities will increase from 7% proficiency in ELA to 28% proficiency. In addition, we expect to see 65% of our SWD make a learning gain.

Monitoring:

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

Monitoring will occur through the tracking and analysis of data from the common, curriculum-based, district, diagnostic and state assessments.

*Quarterly - Teacher data meetings will monitor and track results of the progress monitoring diagnostics.

*Bi-weekly - Teachers will review data with the students to help them monitor and track their own progress as well as promote the school-based incentives and student recognition for achieving academic success.

Person responsible for monitoring outcome:

Shawate Jones (shawate.jones@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.)

Interventions that will be utilized for this implementation and for monitoring purposes are as follows:

ELA - Lexia, Being a Reader, UFLI

Math - Number Worlds and SuccessMaker

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Data tracking will help identify Student(s) with Disabilities who are at risk for low outcomes as well as 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.

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.

SWDs identified and shared with teachers.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: August 15th

PM1 data for SWDs will be reviewed.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: September 5th

Follow-up with teachers as to appropriate grouping for SWDs based upon PM1 data outcomes.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: September 14th

Quarterly Teacher Data Meetings will encompass outcomes from assessments and computer-based programs for: PM, standards-based units, Lexia, Being a Reader, Number Worlds and SuccessMaker.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: October 31st, January 12th, March 22nd

During classroom walkthroughs, we will specifically collect data on the engagement and monitoring of our ESE students.

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

By When: by November (monthly)

ESE teachers participate in grade level PLCs where they provide input about the content, strategies and possible misconceptions. Beyond quarterly data meetings, Standards Based Unit Assessments (SBUAs) are planned for during PLCs and results are reviewed for proficiency by teacher and student during the PLC which follows the administration of the test. Students have to score at least 70% to count toward proficiency on SBUAs.

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

By When: Initiated in August and continues throughout the school year on a weekly basis.

District behavioral team joined PLC to clarify roles and responsibilities for district support. Partnership was outlined on how district and school will work together to make sure students needs are being met.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: September 2023

District behavioral team once again joined a following PLC for ESE in order to focus on restraints as well as procedures and processes to help redirect students thus to minimize restraints.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: September 2023

Training occurred for the documentation and data collection with a focus on appropriate placement and support for the MRPs, IEPs and 504s. Additional training on data collection and analysis was included for the development of BIPs.

Person Responsible: Shawate Jones (shawate.jones@ocps.net)

By When: October 18, 2023

#3. 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.

One area of intense focus for us will be ELA proficiency. In 2023, 29% of our students were proficient in ELA.

Measurable Outcome:

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

By the 3rd FAST Assessment (PM3), at least 50% of students will score at or above proficiency in ELA.

Monitoring:

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

The PM1 and PM2 assessment data will be used as key indicators for overall progress during the school year. In addition, Standards Based Unit Assessments will be used to measure student progress. Programmatic assessments from our Extra Hour programs will be monitored as we work on skill deficits, and closing gaps. The students will also be monitored using Exact Path and Benchmark Advance data to determine next steps for accelerating progress. Our most fragile students will also be monitored on Lexia.

Person responsible for monitoring outcome:

Patty Harrelson (patty.harrelson@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.)

Evidence-based reading interventions are listed below:

- Exact Path - individualized computer-based instruction. Data will be aligned with our standards and assessment data, making it easier to monitor progress.
- Lexia - computer-based instruction to support our most fragile readers.
- SIPPs - systematic phonics-based intervention program
- UFLI - phonics and decoding program designed to strengthen those skills for our non or fragile readers.
- Magnetic series - small group, standards-based, teacher-led groups.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Many of our intermediate readers are lacking in phonics and phonemic awareness skills, causing them to struggle with decoding. It is difficult for them to effectively use comprehension strategies, when they are struggling to decode words. While we must expose them to the rigor of the standard, we will work on closing gaps in their deficit skills with these intervention programs.

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.

PLCs 3x/week with expert coaches and in collaboration with School Transformation Office (STO) for PD, modeling instruction, discussing best practice and analyzing data.

Person Responsible: Jessica Armstrong (jessica.armstrong@ocps.net)

By When: August 2nd

Weekly Walkthroughs used to identify trend data, monitor fidelity of instruction, and identify teachers in need of specific coaching.

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

By When: August 9th

ELA progress monitoring data analyzed by leadership along with STO personnel, and in PLCs with faculty to determine next steps in planning and interventions.

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

By When: August 16th

Extra Hour of reading implemented with fidelity, and progress monitored in order to make interventions and changes on the spot as needed. SIPPs, common assessments and Benchmark Advance are being used with students based upon their needs. Adjustments to groups occur at the end of the nine weeks based upon assessments given in order to support the continuum of learning.

Person Responsible: Kenya Williams (kenya.williams@ocps.net)

By When: August 16th

Tier One Interventionists are assigned to specific classes and students. They will also attend PLCs and common planning with their assigned grade levels, so that they are proficient on their grade level standards. This will allow them to participate in data meetings and make decisions based on data.

Person Responsible: Kenya Williams (kenya.williams@ocps.net)

By When: August 16th

Weekly coaching assignments will be given by Principal to evaluation and coaching team. Coaching logs will be completed weekly and monitored for trend data. The Principal will then use the logs and follow-up discussion to assign the next week's visits and coaching cycles.

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

By When: Initiated by September 11th

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).

Catalina Elementary reviews the use of resources that are supported by funding sources inclusive of general funds and those funds dedicated to school improvement activities. Knowing that any deficiency of resources such as a lack of people and time may contribute to low performance, Catalina will address these needs through supporting teacher planning and tutoring for students through after-school sessions. The after-school sessions will allow teachers to further plan for the teaching and learning processes as well as offer additional support to students. Monies from the Unified School Improvement Grant (UniSIG) will also support professional development in order to strengthen teacher pedagogy and gain important instructional strategies in order to enhance student learning. Intense support will be given to teachers as Extra Hour will be restructured to better

address student needs and reduce lack of learning. Instructional resource teachers will support this shift through professional development, modeling, classroom walk-throughs and side by side coaching.

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

52% of Kindergarten students scored as proficient, Level 4, on the 22-23 EOY STAR Reading and STAR Early Literacy assessments. The remaining Kindergarteners scored as follows: 19% at Level 3, 10% at Level 2, and 19% at Level 1.

42% of 1st Grade students scored as proficient, Level 4, on the 22-23 EOY STAR Reading assessment. The remaining first graders scored as follows: 9% scored a Level 3, 12% scored a Level 2, and 37% scored a Level 1.

27% of 2nd Grader students scored as proficient, Level 4, on the EOY STAR Reading assessment. The remaining second graders scored as follows: 10% scored a Level 3, 16% scored a Level 2, and 47% scored a Level 1.

The Institute of Education Sciences (IES) and its Educator’s Practice Guide with Recommendations meet the ESSA strong level of evidence requirements through the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade. Recommendations two and three are both considered to provide strong evidence.

Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. (By “teaching students to recognize and manipulate the segments of sound in words (also referred to as phonological awareness) and to link those sounds to letters (alphabetic principle),” students are then better prepared to read words and comprehend text.)

Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. (By knowing “a few consonants and vowels, they (students) can begin to apply their letter– sound knowledge to decode and read words in isolation or in connected text.” Then using an increased knowledge of meaningful word parts (morphology), students can better decode and read more complex words.)

A large area of focus will be on teaching and reteaching foundational skills. Teachers will be following a Structured Literacy approach, teaching phonological awareness, phonics, and vocabulary. Teachers are

receiving professional development on strategic phonological awareness and phonics skills, along with vocabulary, and high frequency words. We will continue with weekly PLCs led by a qualified coach. Additional planning time will be offered to teachers monthly. Teachers will be expected to model Kagan Collaborative Structures, identify possible misconceptions, and insert appropriate scaffolds into lesson plans.

The following programs will be used to monitor progress: Wonders, Heggerty, UFLI, Exact Path, DIBELS, and Core Phonics Survey.

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

The following lists the outcomes for intermediate level grades for ELA at Catalina Elementary School:

- 71% of our students scored below a level 3 on FAST
- 74% of third grade students scored below a level 3
- 60% of fourth grade students scored below a level 3
- 76% of fifth grade students scored below a level 3

Additional information obtained from the i-Ready Reading End of Year (EOY) assessment has:

- 56% of third grade students scored “2 or more below” grade levels below on i-Ready Reading EOY
- 22% of third grade students scored “one below” grade level on i-Ready EOY

Recommendations 2 and 3 from the Institute of Education Sciences (IES) and its Educator’s Practice Guide focused on the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade are very much aligned with third grade support at Catalina. For grades four through nine, the Institute of Education Sciences (IES) has a Practice Guide as well called “Providing Reading Interventions for Students in Grades 4–9.” Recommendations 1 through 3 have strong evidence to support the upper intermediate grades.

Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words.

Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly.

Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text through building word knowledge, questioning about understanding of text, formulating a routine to determine the gist of a story, and self-monitoring of comprehension.

PLCs will continue to be led by qualified coaches and teachers will be expected to model, insert Kagan Collaborative structures (in each lesson), identify possible misconceptions, and insert scaffolded questions when necessary. We will focus on building vocabulary, background knowledge, and give students time to write out their answers to open-ended questions which will also assist with Writing instruction.

The following programs will be used for monitoring instruction and gathering data: Exact Path, Wonders, Benchmark Advanced, Being A Reader, UFLI, Measuring Up, and Magnetic, Learning Checks, and Spiral Review. Based upon the needs identified after analyzing the data, the following are the additional supports that are being put into place:

- 3rd grade- explicit instruction on phonics, vocabulary, and comprehension
- 4th grade- explicit instruction on phonics, vocabulary, and comprehension
- 5th grade- focus mostly on comprehension with explicit vocabulary instruction

Teachers will also be focused on Structured Literacy this year. All instruction should be explicit and engaging with an aligned student task. Professional development will be offered on Writing,

interventions, and small group instruction. More opportunities for PD will be added throughout the year. We are also offering extra planning days after school on the last Monday of the month.

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

Last year 41% of K-2 students achieved a proficient score on the STAR Early Literacy/STAR Reading assessments. By the end of the 2023-2024 school year, at least 50% of K-2 students will achieve a proficient score.

- By the end of the year, at least 57% of students in Kindergarten will achieve proficiency and be on track to pass the statewide ELA assessment, as evidence by the new progress monitoring system.
- By the end of the year, at least 47% of students in 1st Grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidence by the new progress monitoring system.
- By the end of the year, at least 45% of students in 2nd Grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidence by the new progress monitoring system.

Grades 3-5 Measurable Outcomes

Last year we had Reading proficiency at 29% for 3-5 grade.

By the end of the 2023-2024 school year, at least 44% of tested students in grades 3-5 will achieve a proficient score on the state assessment.

- By the end of the year, at least 44% 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.
- By the end of the year, at least 44% 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.
- By the end of the year, at least 45% 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

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.

Monitoring takes place through various means, including the walkthrough form (modeled after the BSI monitoring form). Another method of monitoring is that of Coaching Logs which will be broken down by teacher. Continuing with weekly PLCs where teachers will bring their data, a focus on subgroups (SWD, Black students, ELL, and FRL) and student needs will occur so that gaps can be addressed. An action plan is then developed to close those gaps which we will use the data from PM 1, PM 2, Lexia, Exact Path, UFLI and Being A Reader to make any adjustments to the action steps.

Monitoring for standards-aligned instruction will take place via the classroom walkthrough tool and is

continuous throughout the school year. This continuous monitoring will help us to determine what gaps still exist and where mastery is falling short. As a result, we will be able to tailor our coaching and instructional practices accordingly. Teachers will be expected to do bi-weekly data chats with students which ensures that teachers as well as students know what needs to be focused on and remediated. MTSS interventions for our Tier II and Tier III students will be addressed and documented as well. These monitoring processes should lead to an increase in student outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Harrelson, Patty, patty.harrelson@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?

The school is part of the School Transformation Office, and will use evidence-based programs such as SIPPS, Being A Reader, MultiSensory Kits, Exact Path, UFLI, Measuring Up, and DIBELS for instruction and/or 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 streamlined, walkthrough tools to monitor instruction and identify trends.

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?

The following evidence-based practices/programs address the identified need(s) and have a proven record of effectiveness:

- 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.)
- Use of the comprehension pieces of the optional daily slides (Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.)
- SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words; and Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

- Being A Reader Small Group Curriculum (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; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.)

-OCPS Multisensory Kits (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.)

-Exact Path (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; Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words; Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly; Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text.)

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
<p>***Literacy Leadership***</p> <ol style="list-style-type: none"> 1) Leadership members will meet regularly in order to analyze data and monitor action steps for school improvement. 2) Leadership members will attend and support PLCs as well as follow up with classroom walkthroughs. 3) Leadership members will share identified trends either through addressing individuals or through the PLCs. 	<p>Harrelson, Patty, patty.harrelson@ocps.net</p>
<p>***Literacy Coaching***</p> <ol style="list-style-type: none"> 1) The Literacy coach participates in district coach meetings and uses data to identify areas of need for instructional personnel. 2) The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. 3) The Literacy Coach will help teachers to create appropriate scaffolds for SWD and ELL students. 	<p>Harrelson, Patty, patty.harrelson@ocps.net</p>
<p>***Assessment***</p> <ol style="list-style-type: none"> 1) Analysis of data will be used to determine interventions and support the needs of students. 2) Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. 3) Leadership team members will continually look at programs such as Benchmark Advanced, Exact Path (diagnostic and weekly lessons), Lexia, and PM data for usage and outcomes. 	<p>Harrelson, Patty, patty.harrelson@ocps.net</p>
<p>***Professional Learning***</p> <ol style="list-style-type: none"> 1) A professional learning plan was developed based upon the needs of the school. 2) Professional learning will take place on Exact Path, UFLI, Being A Reader, small groups, and whole group instruction. 3) There will be follow ups on the implementation of these resources and a dive into the data. 	<p>Harrelson, Patty, patty.harrelson@ocps.net</p>

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 School Improvement Plan (SIP) will be available on the “School Information” pull down menu of the school’s website. In order to increase circulation of this information and glean additional input, the school has shared data along with key areas of focus including interventions and measurable outcomes during

an initial faculty meeting for the 2023-2024 school year. The SIP information is then presented to a joint School Advisory Council (SAC) and parent organization meeting where parental input is gathered. To increase dissemination of the SIP, a QR code will be available at the Open House event at each teacher's door and various other locations in the school for parents to be able to review. The next day, a Class Dojo message will be sent to thank parents for attending Open House and inform those that may have missed the event about the School Improvement Plan by providing a link. The QR code to SIP will also be posted in the front office so that parents new to the school may have quick access. Updates as to the progress being made will be shared at future SAC meetings.

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))

Communication is key to building positive relationships with students, parents, teachers and other stakeholders. In creating opportunities for outreach, the school will utilize flyers, school newsletters, grade-level newsletters, School Messenger phone messages, the marquee, email and Class Dojo. Links to information like that of newsletters will be sent via Class Dojo to parents so information is not lost in backpacks. Family Learning Nights will be hosted by the school in order to increase parental involvement in the students' learning processes and therefore increase student achievement. The school's Family Engagement Plan will be available on the "School Information" pull down menu of the school's website and shared during School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Title I Annual Meeting. Once the Family Engagement Plan is posted on the school's website and has been shared during school meetings, a Class Dojo message will go out to share the link to the plan with parents.

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 strengthening the academic program, it is of paramount importance to have students attend school. By monitoring attendance and connecting with parents, an increased time will occur for students to work with academic content which will help bolster achievement. Building camaraderie through a House System along with engaging activities like house competitions will entice students to attend and be involved in their own learning. Small group instruction time during ELA and math allows for more targeted support during the learning process and assists with decreasing any gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, and 2) Instructional Practice specifically relating to ELA.

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))

Providing opportunities for all children to meet challenging state academic standards is important for the learning process. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, UniSIG monies are being used to purchase additional support resources. University of Florida Literacy Institute (UFLI) materials to better support foundational reading, Magnetic Reading and Lexia are being purchased to assist students based upon their needs in reading. Science Bootcamp and Speed Bag will also support reading through the content of science in fifth grade. Being a Title I CSI school, Catalina offers breakfast, lunch and snacks during

afterschool tutoring through the National School Lunch Program which is also supportive of a positive learning environment.

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))

Catalina Elementary has a guidance counselor, social worker, and outside state-funded counseling services to improve students' skills outside academic subject areas.

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))

N/A

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).

School staff members recommend students to the Multi-Tiered System of Support (MTSS) process to address behavioral and academic concerns and develop plans of action with strategies for the students.

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 school-based leadership team and district support will provide professional learning aligned to B.E.S.T. benchmarks, authentic student engagement, and monitoring for student understanding. Instructional trend data, assessment results, and lesson progression review will be used to guide and develop the professional learning for teachers at Catalina.

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))

During the summer months, Catalina Elementary offers a Jumpstart to Kindergarten program to help students make the transition from Pre-School.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
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2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$275,947.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	160	0701 - Catalina Elementary	UniSIG	2.0	\$102,538.42
			<i>Notes: Salary for 2 program assistants @ \$51, 269.21 x2 will be purchased and trained in all programs to support instructional continuity and will work with lowest 25% in small groups. =\$102,538.42</i>			
	5100	210	0701 - Catalina Elementary	UniSIG		\$13,914.46
			<i>Notes: Retirement Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	220	0701 - Catalina Elementary	UniSIG		\$7,844.18
			<i>Notes: Social Security Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	231	0701 - Catalina Elementary	UniSIG		\$18,578.00
			<i>Notes: Health Insurance Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	232	0701 - Catalina Elementary	UniSIG		\$723.92
			<i>Notes: Life Insurance Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	240	0701 - Catalina Elementary	UniSIG		\$2,677.27
			<i>Notes: Workers Compensation Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	250	0701 - Catalina Elementary	UniSIG		\$43.06
			<i>Notes: Unemployment Compensation Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	290	0701 - Catalina Elementary	UniSIG		\$2,742.90
			<i>Notes: Additional Employee Benefits for 2 program assistants trained in all programs to support instructional continuity and will work with lowest 25% in small groups.</i>			
	5100	360	0701 - Catalina Elementary	UniSIG		\$11,900.00
			<i>Notes: Purchase Lexia reading software for our fragile and emerging readers. Site license: not to exceed \$11,900</i>			
	5100	360	0701 - Catalina Elementary	UniSIG		\$5,591.00
			<i>Notes: Purchase Renaissance(Accelerated reader/STAR) program to support reading practice K-5 = not to exceed \$5,591.00</i>			
	5900	120	0701 - Catalina Elementary	UniSIG	1.27	\$56,250.00
			<i>Notes: After school tutoring for students in Grades 2-5- 25 teachers for 3 hours per week @\$30 per hour for 25 weeks. =\$56,250</i>			
	5900	210	0701 - Catalina Elementary	UniSIG		\$7,633.12
			<i>Notes: After school tutoring for students in Grades 2-5- 25 teachers for 3 hours per week @\$30 per hour for 25 weeks</i>			
	5900	220	0701 - Catalina Elementary	UniSIG		\$4,303.12
			<i>Notes: After school tutoring for students in Grades 2-5- 25 teachers for 3 hours per week @\$30 per hour for 25 weeks</i>			
	5900	240	0701 - Catalina Elementary	UniSIG		\$23.62
			<i>Notes: After school tutoring for students in Grades 2-5- 25 teachers for 3 hours per week @\$30 per hour for 25 weeks</i>			

	5100	510	0701 - Catalina Elementary	UniSIG		\$10,215.68
			<i>Notes: Allowable Classroom supplies- composition books, pencils, dry erase boards, dry erase markers, etc., not to exceed \$10,215.68</i>			
	6300	120	0701 - Catalina Elementary	UniSIG	0.68	\$25,000.00
			<i>Notes: Salary for Afterschool curriculum planning for 22 teachers and 3 Coaches @ 25.00 per hour for 40 hours throughout the school year = \$25,000</i>			
	6300	210	0701 - Catalina Elementary	UniSIG		\$3,392.50
			<i>Notes: Retirement Benefits for Afterschool curriculum planning for 22 teachers and 3 Coaches @ 25.00 per hour for 40 hours throughout the school year</i>			
	6300	220	0701 - Catalina Elementary	UniSIG		\$1,912.50
			<i>Notes: Social Security Benefits for Afterschool curriculum planning for 22 teachers and 3 Coaches @ 25.00 per hour for 40 hours throughout the school year</i>			
	6300	240	0701 - Catalina Elementary	UniSIG		\$652.75
			<i>Notes: Workers Compensation for Afterschool curriculum planning for 22 teachers and 3 Coaches @ 25.00 per hour for 40 hours throughout the school year</i>			
	6300	250	0701 - Catalina Elementary	UniSIG		\$10.50
			<i>Notes: Unemployment Compensation for Afterschool curriculum planning for 22 teachers and 3 Coaches @ 25.00 per hour for 40 hours throughout the school year</i>			
					Total:	\$275,947.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No