

Orange County Public Schools

# Three Points Elementary



2021-22 Schoolwide Improvement Plan

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# Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

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

## Demographics

**Principal: Tiffany Stokes**

Start Date for this Principal: 8/8/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (44%) 2016-17: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange County School Board.

## SIP Authority

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

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

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

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

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

## Purpose and Outline of the SIP

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

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# Three Points Elementary

4001 S GOLDENROD RD, Orlando, FL 32822

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p>Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>93%</p>

## School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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## SIP Authority

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<https://www.floridacims.org>.

## Purpose and Outline of the SIP

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## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

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

#### Provide the school's vision statement.

To ensure every student has a promising and successful future

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Folsom, Shannon	School Counselor	Guidance Counselor who provides counseling, small group support, and oversees the school's social emotion learning programs
Guadalupe, Geydis	Instructional Coach	Curriculum Resource Teacher- expert contributor for curriculum standards, data
Otero, Joyce	Reading Coach	English Language Arts Coach - expert contributor, facilitates grade level common planning, serves as ELA curriculum lead
McCants, Traci	Math Coach	Math Coach - expert contributor, facilitates grade level common planning, serves as math curriculum lead
Smith, Kay	Staffing Specialist	Staffing specialist and expert contributor and schedule Educational Planning Team meetings
Stokes, Tiffany	Principal	Provides vision and school-wide goals, monitors instruction and implementation of standards- based instruction
Hamilton, Tameka	Assistant Principal	The assistant principal assists in guiding the instructional focus and operations of the school.

### Demographic Information

#### Principal start date

Wednesday 8/8/2018, Tiffany Stokes

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Total number of teacher positions allocated to the school**

41

**Total number of students enrolled at the school**

443

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

0

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

4

**Demographic Data**

**Early Warning Systems**

**2021-22**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	31	74	69	83	71	89	0	0	0	0	0	0	0	417
Attendance below 90 percent	13	25	21	29	18	31	0	0	0	0	0	0	0	137
One or more suspensions	0	1	2	1	1	3	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	2	5	7	0	0	0	0	0	0	0	14
Course failure in Math	0	0	0	2	5	6	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	5	5	12	23	19	0	0	0	0	0	0	0	64

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	1	2	6	11	0	0	0	0	0	0	0	21

**The number of students identified as retainees:**



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

**Date this data was collected or last updated**

Monday 7/12/2021

**2020-21 - As Reported**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	64	80	61	87	74	0	0	0	0	0	0	0	395
Attendance below 90 percent	8	10	20	20	17	8	0	0	0	0	0	0	0	83
One or more suspensions	0	2	3	3	3	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	4	7	10	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	6	6	11	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	25	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	9	9	18	0	0	0	0	0	0	0	39

**The number of students identified as retainees:**

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

**2020-21 - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	64	80	61	87	74	0	0	0	0	0	0	0	395
Attendance below 90 percent	8	10	20	20	17	8	0	0	0	0	0	0	0	83
One or more suspensions	0	2	3	3	3	1	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	4	7	10	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	6	6	11	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	16	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	25	0	0	0	0	0	0	0	28

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	9	9	18	0	0	0	0	0	0	0	39

**The number of students identified as retainees:**

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

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				44%	57%	57%	40%	56%	56%
ELA Learning Gains				52%	58%	58%	42%	55%	55%
ELA Lowest 25th Percentile				41%	52%	53%	42%	48%	48%
Math Achievement				51%	63%	63%	53%	63%	62%
Math Learning Gains				64%	61%	62%	46%	57%	59%
Math Lowest 25th Percentile				59%	48%	51%	45%	46%	47%
Science Achievement				37%	56%	53%	38%	55%	55%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	37%	55%	-18%	58%	-21%
Cohort Comparison						
04	2021					
	2019	49%	57%	-8%	58%	-9%
Cohort Comparison		-37%				
05	2021					
	2019	36%	54%	-18%	56%	-20%
Cohort Comparison		-49%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	62%	-15%	62%	-15%
Cohort Comparison						
04	2021					
	2019	61%	63%	-2%	64%	-3%
Cohort Comparison		-47%				
05	2021					
	2019	39%	57%	-18%	60%	-21%
Cohort Comparison		-61%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	54%	-20%	53%	-19%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

The ELA and Math data for grades 1-5 was compiled from the iReady diagnostic tool. We give this tool three times a year to diagnose student needs and mark progress for all students. The 5th grade science data will be pulled from the district Progress Monitoring Activity, which is also given 3 times a year to track progress in 5th grade science standards.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/14%	13/17%	18/23%
	Economically Disadvantaged	5/11%	11/17%	13/21%
	Students With Disabilities	0/0%	0/0%	1/5%
	English Language Learners	3/11%	4/12%	7/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/16%	11/16%	20/32%
	Economically Disadvantaged	6/13%	5/10%	12/28%
	Students With Disabilities	1/10%	1/8%	3/27%
	English Language Learners	5/18%	3/11%	4/15%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	11/15%	13/17%	18/23%
	Economically Disadvantaged	7/11%	11/17%	13/21%
	Students With Disabilities	1/5%	0/0%	1/5%
	English Language Learners	2/6%	4/12%	7/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19/26%	12/15%	13/17%
	Economically Disadvantaged	14/23%	8/13%	11/18%
	Students With Disabilities	4/21%	0/0%	1/5%
	English Language Learners	9/26%	3/9%	4/13%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	3/5%	7/11%	9/13%
	Economically Disadvantaged	1/2%	4/8%	4/8%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	0/0%	1/3%	2/6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0/0%	2/3%	12/18%
	Economically Disadvantaged	0/0%	2/4%	7/14%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	4/11%
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/9%	11/14%	15/20%
	Economically Disadvantaged	2/4%	8/14%	9/18%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/3%	2/5%	4/11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1/1%	7/9%	13/19%
	Economically Disadvantaged	0/0%	2/4%	7/14%
	Students With Disabilities	0/0%	1/5%	1/6%
	English Language Learners	0/0%	0/0%	3/9%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	5/7%	8/12%	11/15%
	Economically Disadvantaged	2/4%	4/8%	7/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/4%	2/7%	2/7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/3%	8/11%	12/18%
	Economically Disadvantaged	2/4%	6/12%	8/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	1/4%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	30/44%	32/45%	30/43%
	Economically Disadvantaged	20/43%	22/46%	20/42%
	Students With Disabilities	2/18%	1/10%	1/9%
	English Language Learners	9/38%	9/35%	7/27%
	Number/% Proficiency	Fall	Winter	Spring

**Subgroup Data Review**

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	10	27		8	45		20				
ELL	16	38		24	46		36				
HSP	26	40	50	35	42	57	37				
WHT	38			33							
FRL	23	38	50	31	40	50	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	31	25	14	62	67	8				
ELL	38	51	35	43	68	67	26				
HSP	42	51	42	49	65	60	32				
WHT	48	55		59	57		58				
FRL	38	45	36	47	65	61	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	26	33	21	32	39	18				
ELL	24	40	47	37	33	43	5				
BLK	40			50							
HSP	36	39	38	49	44	46	31				
WHT	52	44		68	44						
FRL	38	39	39	54	45	41	38				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	328
Total Components for the Federal Index	8
Percent Tested	96%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**



**Data Analysis**

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

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

All grade level data has shown a decline based on progress monitoring data for the 20-21 school year. Additionally, the SWD subgroup made minimal progress in comparison to the rest of the subgroups.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

State assessment data shows continued room for growth in the lowest quartile for ELA and ELA proficiency, as well as 5th grade science. Overall, there is a drastic need for improvement in all areas based off of this year's progress monitoring data.

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

There are several factors contributing to the needs for improvement across the board. This school year involved many students accessing school online, with many students struggling in that format. Additionally, MTSS supports were an area in need for improvement this year. Differentiation via computer access was not successful and some students fell further behind. Finally, a lack of fidelity of implementation of school-wide plans also contributed to the decrease in data this year.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

This year's progress monitoring data shows growth in 5th grade science. The 2019 state assessment showed the most improvement in math learning gains.

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

5th grade science was a SIP area of focus for this year. District resources were leveraged to target the standards more deeply and provide students with opportunities for review. Additionally, math learning gains grew in 2019 based on the implementation of a new intervention block. That intervention block will be expanded this year to occur 5 days a week for each grade level. Additionally, supplemental resources meant to help students practice at the level of the standard will be included in grades 3-5.

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

In order to accelerate learning this year we will need to develop a system for monitoring of core instruction and making adjustments based on the outcomes of that monitoring. Additionally we will need to implement specific plans for tiered interventions, tutorial programs, and daily student access to high-quality grade level materials.

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

Teachers and staff will be provided professional development on small group instruction, MTSS, and using data to make instructional decisions. There is a need for teachers and staff to understand the multiple initiatives and tools that we use to guide instructional decisions and how these can be

leveraged for their benefit. In addition to these areas of PD, teachers will be provided with refreshers on the grade level standards during common planning sessions as well as the creation of standards-based questions to help students practice at the level of the standard.

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

There will be a more robust tutoring program this coming year that will focus on student acceleration rather than remediation. Also, there will be more opportunities for tutoring during the school day through the use of interventionists, push-in/pull-out groups, and student groups/activities before school.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** ELA achievement has made slow progress over the past few FSA data cycles (growing from 38% to 44%) however 20-21 progress monitoring data shows a decline. Students need to be taught foundational skills to make up for deficits and loss of learning from online instruction but also need to be accelerated in learning current year standards. Shifts in instructional practice will be made across grade levels to accelerate student learning in ELA, as students must become proficient readers in order to become highly effective in all areas.

**Measurable Outcome:** Three Points will achieve 50% reading proficiency on the Florida Standards Assessment in the 21-22 school year.

**Monitoring:** This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:** Tiffany Stokes (tiffany.stokes@ocps.net)

**Evidence-based Strategy:** Teachers will collaboratively plan for and effectively implement standards-based instruction during the whole group portion of the 90-minute reading block. Teachers will effectively implement small group reading instruction aligned to the students' level of need. Students below grade level will receive a combination of instruction at their level and standards-based instruction. Students on and above grade level will use standards-based materials aligned to the FSA.

**Rationale for Evidence-based Strategy:** Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material.

**Action Steps to Implement**

1. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/21, daily)
2. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/21, daily)
3. Provide additional small group instruction and tutoring to students falling into the lowest quartile in ELA as well as students who showed a decrease on the 2021 ELA FSA. (Starting 9/13/21, weekly)
4. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/21, weekly)

**Person Responsible:** Joyce Otero (joyce.otero@ocps.net)

**#2. Instructional Practice specifically relating to Math**

**Area of**

**Focus Description and Rationale:** Math data increased through the 18-19 school year however progress monitoring data shows a decline. Three Points will need to implement additional strategies to maintain proficient math students and increase learning gains amongst all students.

**Measurable Outcome:** Three Points will achieve math proficiency of 55% and math overall learning gains of 75% on the 2022 FSA.

**Monitoring:** This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings and with district personnel at district data meetings. Additionally, the construction of a district action plan will include regular monitoring from district support personnel.

**Person responsible for monitoring outcome:**

Tiffany Stokes (tiffany.stokes@ocps.net)

**Evidence-based Strategy:**

Teachers will collaboratively plan for and effectively implement standards-based instruction during the math block and will use the intervention block to target students' below grade level skills. Students will receive daily practice on their current grade level standard. Fluency strategies will be targeted through the use of targeted online programs and tutoring programs.

**Rationale for Evidence-based Strategy:**

Students need a combination of instruction at their level and at the level of the standard to be successful. The approach of focusing teacher instruction on student needs while also providing intense standards-based instruction will both help increase learning gains for students at all levels and increase the number of students achieving proficiency on grade level material.

**Action Steps to Implement**

1. Create and implement Instructional Focus Calendars that outline pacing and resources for instruction aligned to grade level standards. (Starting 8/10/21, daily)
2. Teachers will use standards-aligned whole group and center/teacher-led resources provided in the district CRMs, as well as selected, research-based standards aligned resources. (Starting 8/10/21, daily)
3. Provide additional small group instruction and tutoring using the Minority Achievement Office's Acceleration Tutoring program. (Starting 9/13/21, weekly)
4. Create "Morning Math Lab" where students can attend and use Reflex Math or Symphony math to practice math fluency and standards-based skills. (Starting 8/16/21, daily)
5. Administration and ELA coach will monitor instruction and outcomes through classroom walks, data meetings, and weekly planning sessions. (Starting 8/10/21, weekly)

**Person Responsible**

Traci McCants (traci.mccants@ocps.net)

**#3. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs:  
 -Decrease the number of students with attendance less than 90%  
 -Establish an open and welcoming environment for parents and families where the school and families partner in working towards the success of all students.

**Measurable Outcome:** Three Points will see an increase on the Panorama Student survey of at least 10% in the areas of Sense of Belonging to 85% from 75% in 2021 and School Climate to 82% from 72% in 2021. Additionally, based on these strategies the Professional Learning about SEL on the Teacher Survey will increase at least 17 percentage points, to 80% from 63% in 2021.

**Monitoring:** Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.

**Person responsible for monitoring outcome:** Tiffany Stokes (tiffany.stokes@ocps.net)

**Evidence-based Strategy:** Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families.

**Rationale for Evidence-based Strategy:** In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

1. Three Points will implement a schoolwide SEL curriculum in all K-5 classes during the Health block (Starting 8/10/21, weekly)
2. The school SELL team will use distributive leadership with social and emotional learning strategies and resources to strengthen
2. Create and facilitate opportunities to welcome families and introduce key staff (Meet the Teacher, Open House, Curriculum Nights) (Starting August 2021, monthly)
3. Establish a family resource center where families can access resources and information to support student and school success (Completed 9/1/2021)

**Person Responsible** Shannon Folsom (shannon.folsom@ocps.net)

**#4. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** On the most recent Florida Standards Assessment (FSA), data indicated that 72% of students scored below a level 3 in English Language Arts (ELA) in the tested grade levels. The following percentages for ELA achievement are: Third Grade-22%, Fourth Grade-30%, Fifth Grade-28%.

**Measurable Outcome:** The 2022 ELA FSA will show an increase for the following grade level(s):  
 Third Grade - 28 percentage points from 22% to 50%  
 Fourth Grade - 20 percentage points from 30% to 50%  
 Fifth Grade - 22percentage points from 28% to 50%

**Monitoring:** To monitor growth towards the goal, i-Ready diagnostic data, Progress Monitoring Activities (PMAs) and Standards Based Unit Assessments (SBUAs) will be monitored fall, winter and spring as well at the end of units of instruction. Adjustments to instruction will be made in response to data and Instructional Groups for students will be created in I-Ready for grades three through five. Comparisons and adjustments to small groups will occur when additional data points are collected. Classroom Walkthroughs will happen on a continual basis as well to address instructional delivery, student engagement and the planning process through PLCs.

**Person responsible for monitoring outcome:** Tiffany Stokes (tiffany.stokes@ocps.net)

**Evidence-based Strategy:** Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur where students can decode words, analyze word parts, and write and recognize words.

**Rationale for Evidence-based Strategy:** The selected instructional practice has a moderate level of evidence, as noted in the IES Guide for Foundational Skills to Support Reading for Understanding.

Quasi-experiments have a moderate level of evidence due to that they lack the key feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data.

**Action Steps to Implement**

- Three Points will strengthen the common planning process:
- Use the district created K-2 and 3-5 Common Planning Resources to guide the agenda and discussions
  - Include foundational planning in K-2
  - Review student data regularly during planning to make instructional decisions

**Person Responsible** Joyce Otero (joyce.otero@ocps.net)

Conduct classroom walkthroughs regularly and provide feedback is provided; when needed adjustments are made in common planning/PLCs.

- A standardized walkthrough form will be used
- Walkthrough data will be reviewed with curriculum team on a weekly basis

**Person Responsible** Tiffany Stokes (tiffany.stokes@ocps.net)

- MTSS Problem Solving Teams meet regularly to ensure:
- Students are appropriately identified.
  - Students are matched to appropriate interventions and intensity.



-Data analysis is routinely part of the process, and adjustments are made to interventions based on the MTSS Problem Solving Team's findings.

**Person Responsible** Tracy Veras (tracy.veras@ocps.net)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Three Points Elementary School ranked #1,317 out of 1,395 school in the state, which gives with a "Very High" ranking for incidents that occur on campus. There are three categories that make up this ranking. Those categories are Violent Incidents, Property Incidents, and Drug/Public Order Incidents. Three Points ranked #1,322 out of 1,395 in Violent Incidents, #1 out of 1,395 in Property Incidents, and #1 out of 1,395 in Drug/Public Order incidents. Three Points had 18 incidents in 2019, with the majority being from Threats/Intimidation and the others being from Physical Attack. Threats were a concern after the 2019 school year and the Guidance Counselor and Dean collaborated to work with students on finding additional ways to express themselves. This work will continue this school year, with an increased focus on Student Emotional Learning across the school, and embedded in each classroom. Additionally, the Dean and Guidance Counselor will meet with families of students with repeat offenses, in order develop a plan of support for the students.**

### Part IV: Positive Culture & Environment

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

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

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

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works



with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

The primary stakeholders in promoting a positive culture and environment are the members of the school Social Emotional Leadership and Learning (SELL) team. The SELL team is comprised of the principal, guidance counselor, and teachers representing primary, intermediate, and exceptional student education. The team will be responsible for bringing information back from district trainings and disseminating that to staff through PD, grade level meetings, and modeling examples. This team will help set the tone for SEL implementation at school and serve as model classrooms for positive classroom environments.

**Part V: Budget**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	0215 - Three Points Elementary	General Fund		\$4,000.00
			<i>Notes: Additional resources were purchased to support small group and tutoring instruction in ELA.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	0215 - Three Points Elementary	General Fund		\$3,000.00
			<i>Notes: Additional resources were purchased to support small group and tutoring instruction in Math.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$0.00</b>
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$7,000.00</b>