

Orange County Public Schools

# Rock Lake Elementary



2022-23 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

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

## Demographics

**Principal: Melanie Simmons**

Start Date for this Principal: 3/26/2021

<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>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners Black/African American Students Hispanic Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: B (54%) 2018-19: C (52%) 2017-18: F (26%)
<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>	TSI

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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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**Table of Contents**

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>6</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	B	C	C	C

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Mission: 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.**

Vision: To ensure every student has a promising and successful future

Objectives:

- High Expectations for Student Learning
- Student Social and Emotional Well-Being
- Dedicated and High-Quality Team
- Positive Climate and Safe Environment
- Efficient Operations
- Engaged and Invested Community

### School Leadership Team

**Membership**

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

Name	Position Title	Job Duties and Responsibilities
Simmons, Melanie	Principal	<p>A highly effective instructional leader, Melanie Simmons leads school improvement initiatives and ensures a safe learning environment for all staff and students. This includes creating a data-driven culture of excellence, as well as effectively managing and monitoring the teaching process to ensure high quality instruction is taking place to support the attainment of the school goals. She oversees the implementation of the MTSS framework and regularly reviews new data to successfully accomplish the desired outcomes. The Principal collaboratively engages with district and community members to facilitate the use of resources that directly supports the learning environment and impact student achievement.</p>
Prince, Allyson	Assistant Principal	<p>As the Assistant Principal, Mrs. Prince supports the Principal in all aspects of the school's operations. This includes fostering the success of staff and students by creating and sustaining a safe environment that values social emotional learning (SEL) and student achievement. One of her primary functions as an instructional leader is to monitor the implementation of a rigorous curriculum aligned to the Florida Standards leading to improved academic outcomes as well as school and student success. Mrs. Prince builds the capacity of academic coaches and teachers by facilitating professional learning opportunities and providing targeted immediate feedback for improvement. As a member of the MTSS team, she ensures that each student is provided the required supports and services needed for success. She also leads the implementation of programs such as CHAMPS, and the Social Emotional Learning (SEL) curriculum to enhance student behavior and citizenship.</p>
Chambers, Shamica	Reading Coach	<p>Ms. Chambers serves on the leadership team and has the primary responsibility for overseeing the successful implementation of the reading and writing curriculum. Her main duties include facilitating professional learning to assist teachers with effective instructional practices based on student progress monitoring data, as well as facilitating weekly common planning sessions with grade level teams. She regularly analyzes common assessment data to make timely instructional decisions that impact student achievement. She also provides targeted instruction to students identified as performing below grade level on assessments in reading and supports teachers with data collection and analysis as a member of the MTSS team.</p>
Lemon, Mark	Math Coach	<p>Dr. Lemon serves on the leadership team and has the primary responsibility for overseeing the successful implementation of the math and science curriculum. His main duties include facilitating ongoing, job-embedded professional development and utilizing the coaching cycle to build teacher capacity. He provides guidance to teachers on lesson planning and regularly analyzes common assessment data to make timely instructional decisions that impact student achievement. As an integral part of Tier II support, he provides targeted instruction to students identified as performing below grade level on math and science assessments. Dr. Lemon sponsors the STEM club, serves on the Literacy Leadership Team to promote literacy schoolwide, and is responsible for</p>

Name	Position Title	Job Duties and Responsibilities
		<p>assisting with the coordination of math and science tests and district competitions.</p>
<p>Williams, Ronald</p>	<p>Dean</p>	<p>Mr. Williams is responsible for the school-wide implementation of CHAMPS/ Positive Behavior Intervention Services (PBIS) to enhance student behavior and citizenship. He works closely with the administrative team to monitor behavior interventions, provide teachers with professional learning in managing behaviors, and facilitate mentoring programs. He regularly reviews behavior data and makes recommendations for adjustments to the school-wide behavior framework and incentive plans based on this data. He supports teachers with data collection and analysis as a member of the MTSS team.</p>
<p>Ludwig, Janet</p>	<p>Teacher, K-12</p>	<p>Mrs. Ludwig is responsible for the data collection and documentation for students who are being considered for eligibility for exceptional student education services. She assists in the development and renewal of all IEPs and monitors to ensure that students receive the appropriate supports based on their accommodations. Her duties also extend to identifying, assessing, evaluating, and monitoring the progress of ESOL students and former ESOL students on a 2 year monitoring plan.</p>

**Demographic Information**

**Principal start date**

Friday 3/26/2021, Melanie Simmons

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

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

26

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

305

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

5

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

7

**Demographic Data**

**Early Warning Systems**



Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	54	53	43	54	57	41	0	0	0	0	0	0	0	302
Attendance below 90 percent	5	6	3	2	3	3	0	0	0	0	0	0	0	22
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	18	23	15	0	0	0	0	0	0	0	68
Course failure in Math	0	3	8	8	13	7	0	0	0	0	0	0	0	39
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	23	15	0	0	0	0	0	0	0	56
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	13	7	0	0	0	0	0	0	0	28
Number of students with a substantial reading deficiency	0	3	9	18	23	15	0	0	0	0	0	0	0	68

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	9	8	13	7	0	0	0	0	0	0	0	40

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	54	44	51	57	47	0	0	0	0	0	0	0	299
Attendance below 90 percent	0	0	1	4	1	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	12	11	22	23	0	0	0	0	0	0	0	79
Course failure in Math	0	8	9	9	21	21	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	12	11	22	23	0	0	0	0	0	0	0	77

**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	11	12	11	22	23	0	0	0	0	0	0	0	79

**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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**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	46	54	44	51	57	47	0	0	0	0	0	0	0	299
Attendance below 90 percent	0	0	1	4	1	2	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	11	12	11	22	23	0	0	0	0	0	0	0	79
Course failure in Math	0	8	9	9	21	21	0	0	0	0	0	0	0	68
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	9	12	11	22	23	0	0	0	0	0	0	0	77

**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	11	12	11	22	23	0	0	0	0	0	0	0	79

**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	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

**Part II: Needs Assessment/Analysis**

**School Data Review**

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	23%	56%	56%				29%	57%	57%
ELA Learning Gains	51%						51%	58%	58%
ELA Lowest 25th Percentile	65%						54%	52%	53%
Math Achievement	56%	46%	50%				49%	63%	63%
Math Learning Gains	75%						75%	61%	62%
Math Lowest 25th Percentile	78%						72%	48%	51%
Science Achievement	30%	61%	59%				32%	56%	53%

**Grade Level Data Review - State Assessments**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	55%	-30%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-25%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	25%	54%	-29%	56%	-31%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	52%	62%	-10%	62%	-10%
Cohort Comparison		0%				
04	2022					
	2019	42%	63%	-21%	64%	-22%
Cohort Comparison		-52%				
05	2022					
	2019	48%	57%	-9%	60%	-12%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	32%	54%	-22%	53%	-21%
Cohort Comparison						

**Subgroup Data Review**

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD		40		38							
ELL	17			58							
BLK	22	48	60	55	72	76	32				
HSP	21			62							
FRL	18	52	67	53	75	81	27				

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				8							
BLK	23	55		32	41		25				
FRL	22	55		35	45		25				

  

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	14			29							
ELL	46	60		62	90						
BLK	29	54	59	48	76	74	32				
FRL	28	51	59	50	73	67	31				

**ESSA Data Review**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	97%

**Subgroup Data**

Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3

English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### Data Analysis

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

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

Trends that emerge include severe reading deficiencies in grades 3-5 as evidenced by 23% of the students demonstrating on-grade level proficiency in English Language Arts on the Spring Florida Statewide Assessment. This represents an increase of 1 percentage point from the previous year 2021-2022. Further disaggregation shows 35% of our third grade students were proficient, in comparison to 26% of our fourth grade students and 7% of our fifth grade students. There were marked improvements in Math as evidenced by 56% of students demonstrating on-grade level proficiency. This represents an increase of 25 percentage points from the previous year 2021-2022 broken down as follows, 60% of our third grade students were proficient in comparison to 55% of our fourth grade students and 53% of our fifth grade students. Other areas of improvement were noted in Science as evidenced by 30% of students demonstrating on-grade level proficiency on the Science Statewide Assessment. This represents an increase of 5 percentage points.

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

The data component that demonstrated the greatest need for improvement was English Language Arts with 23% of the students in grades 3-5 showing on-grade level proficiency. 5th grade had the greatest need with 7% proficiency followed by 4th grade with 26% proficiency in comparison to 35% in third grade.

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

Data trends show that students in grades 3-5 struggle in the key areas of vocabulary and comprehension. New action to address this need for improvement include building teacher capacity through professional development and coaching support to deliver more targeted instruction in these areas. Other action steps include implementing the Multi-Tiered Systems of Supports (MTSS) framework with fidelity to identify students with specific needs and provide more targeted instruction to support their learning.

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

The data component that showed the most improvement was Math with 56% of students in grades 3-5 demonstrating on-grade level proficiency. This represents an increase of 25 percentage points from the previous year 2021-2022 broken down as follows, 60% of our third grade students were proficient in comparison to 55% of our fourth grade students and 53% of our fifth grade students.

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

Contributing factors the school took to achieve these improvements in math include a focus on using data to drive instruction and support students needs through the use of small group instruction to teach and reinforce math concepts throughout the school year as well as provide targeted instruction during our After-School Tutoring.

Weekly common planning with a focus on delivering standards-based instruction under the guidance of

an administrator and instructional coach was used to build capacity in teachers and improve pedagogical practices. New actions include adding a Math intervention block to the schedule allowing students additional time for remediation and enrichment.

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

We will continue to provide differentiated, small group instruction and specific data chats with students on their progress during reading intervention. Other strategies to accelerate learning include improving teachers' knowledge base and build capacity to use data to drive instruction and meet our students learning needs through professional development and coaching support. We will continue to utilize the reading intervention programs like SIPPS, LLI, Heggerty, and Phonics for Reading. Data meetings will be held bi-weekly to monitor student progress and take corrective action where needed.

**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.**

We will continue to support teachers through professional development and coaching so we can effectively implement the reading intervention plan. Content area professional development is provided in all content areas to increase teachers' knowledge base and build capacity to deliver standards-based cognitively engaging instruction. Professional development on the MTSS framework, data collection, and progress monitoring will also be provided.

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

Steps that will be implemented to ensure sustainability of improvement include teachers delivering rigorous standards-based instruction as evidenced by classroom walkthrough observations and student progress monitoring data. Supporting teachers through the common planning process as they build their knowledge base and improve their pedagogy. Implement the MTSS process with fidelity, identify student learning needs, and deliver targeted differentiated small-group instruction consistently using the district recommended reading and math intervention programs. Monitor and adjust instruction through data monitoring and root cause analysis. Teachers implement a SEL curriculum to support our students with self management and responsible decision-making skills as measured by behavior documentation, student engagement, and bi-weekly assessment data

**Areas of Focus**

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

:



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

**Area of Focus**

**Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Teachers will focus on the effective implementation of differentiated instruction. Teachers will effectively use Multi-Tiered Systems of Supports (MTSS) framework to identify students with specific needs that affect their learning and give appropriate interventions to support their learning. This area continues to be a critical need because 23% of students in grades 3-5 were proficient in ELA during the 2021-2022 school year representing a 1 percentage point increase from the previous year 2020-2021.

**Measurable**

**Outcome:**

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

Students in grades 3-5 reading proficiency will increase from 23% to 60% on the statewide ELA Assessment.

**Monitoring:**

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

The administrative team will continue to work closely to implement and monitor the reading intervention plan in tier II and tier III interventions through daily classroom walkthroughs with immediate feedback. Bi-weekly data meetings will be held to track student progress and make adjustments to instruction as needed.

**Person**

**responsible for monitoring outcome:**

Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Professional development on the MTSS Framework, data collection and tracking, and progress monitoring student achievement. We will use small group differentiated instruction during our extra hour reading intervention. Students will be ability grouped, monitored and instructional adjustments made as needed.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Reading proficiency will improve when the MTSS framework is implemented with fidelity, used to identify students with specific needs, and provide appropriate reading interventions. These strategies will target student achievement by providing scaffolded support aligned with individualized academic needs.

**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.

Action steps to implement the MTSS framework include providing professional development on the MTSS process, conduct bi-weekly data meetings to assess student progress and adjust instruction as needed. Implement the reading intervention plan and conduct daily classroom walkthroughs to monitor the reading program.

**Person Responsible**                      Melanie Simmons (melanie.simmons2@ocps.net)

**#2. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus**  
**Description and Rationale:** This remains a key area of focus as teachers focus on delivering standards based instruction in ELA, math and science using small groups that focus on targeted deficiencies in order to provide scaffolded, guided practice to deepen knowledge. It was identified as a critical need as 23% of our students in grades 3-5 were proficient in ELA, 56% were proficient in math, and 30% were proficient in science in the 2021-2022 school year.  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

**Measurable Outcome:** Students in grades 3-5 reading proficiency will increase from 23% to 60% on the statewide ELA assessment. Math proficiency will increase from 56% to 65% on the Math Assessment, and science proficiency will increase from 30% to 60% on the Science Assessment.  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

**Monitoring:** This Area of Focus will be monitored by weekly common planning notes, common assessment data, and bi-weekly progress monitoring data. Coaching support will be provided to teachers in need and the administration team will conduct daily classroom walkthroughs with immediate feedback.  
**Describe how this Area of Focus will be monitored for the desired outcome.**

**Person responsible for monitoring outcome:** Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Strategy:** Weekly professional learning communities (PLCs) will focus on deconstructing the standards to align instructional practices, as well as analyze common assessment data to identify gaps in the teaching and learning process and support students needs.  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:** This strategy was selected as 23% of our students in grades 3-5 were proficient in ELA, 56% were proficient in math, and 30% were proficient in science in the 2021-2022 school year. In an effort to achieve our goal of being a high performing school it is important to ensure that we continue to focus on building capacity in teachers therefore improving their content area knowledge base, as well as use data to drive instruction.  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**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.

Action steps to implement are weekly common planning to deepen understanding of the standards and share best practice strategies, provide coaching support to build teacher capacity in the use of higher order thinking questions, monitoring and cognitive student engagement strategies, as well as daily instructional walks.

**Person Responsible** Melanie Simmons (melanie.simmons2@ocps.net)

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

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.**

This remains a key area of focus as we seek to improve the school culture, climate and student discipline by implementing a social and emotional school-wide initiative to establish and maintain positive interactions with all students and make connections academically and socially. This was identified as a critical need based on the ESSA subgroup data for 2021-2022 showing students with disabilities scoring below 32% for the past 2 consecutive years. These proficiency rates are below the federal index and will improve when students and staff effectively utilize social emotional learning strategies to build a more motivated and positive school culture.

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

Students with disabilities ESSA subgroup will meet the federal index target of 41%.

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

This Area of Focus will continue to be monitored through classroom walkthrough data to determine the effective implementation of the CHAMPS Behavior Management System, SEL curriculum, ESE facilitation support logs and IEP data documentation, along with student progress monitoring data.

**Person responsible for monitoring outcome:**

Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Strategy: Describe the evidence-based strategy being**

The ESE support facilitation teacher will create lessons according to the students IEP goals and adhere to the ESE support facilitation schedule with fidelity. Teachers will review the student CUM folders and support students as per their IEP. Teachers will implement the CHAMPS Behavior Management System and SEL curriculum to support classroom behaviors and improve student cognitive engagement. Bi-weekly data meetings to determine student progress and next steps.

**implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The ESE support facilitation schedule is designed to ensure that students with disabilities are receiving instruction as per their IEPs. Teachers will review the student's CUM folders to become familiar with the required supports needed for student success and implement best practices to accommodate student learning. The CHAMPS Behavior Management System and SEL curriculum is designed to support classroom behaviors and improve student cognitive engagement as teachers practice routines and procedures, embed collaborative structures in the classroom with roles for students to promote student self-awareness, self-control, responsible decision making, and relationship building skills. Bi-weekly data meetings and root cause analysis will be conducted to drive instructional focus and support the targeted students.

**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.

Action steps that will be taken include creating the ESE facilitation support schedule with the ESE teacher as per students IEPs, providing school-wide professional development in the implementation of CHAMPS and SEL along with promoting character education. Bi-weekly data meetings and root cause analysis to drive instruction and next steps.

**Person Responsible** Melanie Simmons (melanie.simmons2@ocps.net)

**RAISE**

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

**Area of Focus Description and Rationale**

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

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

In grades K-2, 36% of students were on track to score a Level 3 or above according to the i-Ready EOY Diagnostic results.

1. In Kindergarten, 79% of students were proficient on the District's i-Ready EOY diagnostic.
2. In first grade, 32% of students were proficient on the District's i-Ready EOY diagnostic.
3. In 2nd grade, 26% of students were proficient on the District's i-Ready EOY diagnostic.

For Grades K-2:

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements to support reading for understanding in K- 2nd Grade:

\* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. This will help to prepare students to read words and comprehend text. In Grades K -2, teachers will incorporate the “alphabetic principle” to supplement regular literacy instruction as well as small group interventions with groups of two to eight students. The ability to successfully isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words.

Action Steps include, teach students to recognize and manipulate segments of sound in speech, teach students letter–sound relations, and use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

\* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Instruction will take place either in whole group, small group, or one-on-one interventions.

Action steps include the following effective instructional techniques, teach students to blend letter sounds and sound–spelling patterns from left to right to produce a recognizable pronunciation, instruct students in common sound–spelling patterns, teach students to recognize common word parts, have students read decodable words, teach regular and irregular high-frequency words, and introduce non-decodable words.

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

In grades 3-5, 23% of students were proficient in ELA during the 2020-2021 school year based on the statewide ELA assessment.

The proficiency levels in grades 3-5 were as follows according to the "RAISE Schools Identification 2022-2023" document:

1. In 3rd grade, 35% of students were proficient on the statewide ELA assessment.
2. In 4th grade, 26% of students were proficient on the statewide ELA assessment.
3. In 5th grade, 7% of students were proficient on the statewide ELA assessment.

For Grades 3:

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements to support reading for understanding in Grades 3-5:

\* Recommendation 2: Develop awareness of the segments of sounds and how they link to letters. This will help to prepare students to read words and comprehend text using the "alphabet principle" and will be implemented as mentioned in Grades K- 2 above.

\* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words in whole group, small group, or one-on-one interventions to allow students to begin spelling and decoding words. This will be implemented as mentioned in Grades K-2 above.

For Grades 4-5:

\* Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words, and improve students' ability to read and understand texts.

Action steps include the following, teach vowel and consonant letter sounds and combinations, teach students to decode multisyllabic words, engage students to practice reading multisyllabic words.

\* Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Action steps include the following instructional practices, students read orally both informational and narrative text to develop fluent and accurate reading with expression, teach students to self-monitor their understanding and to self-correct word-reading errors.

### **Measurable Outcomes:**

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

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

By the end of the 2022-2023 school year, at least 70% of students in grades K-2 will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

1) By the end of the year, at least 80% of students in Kindergarten will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.



2) By the end of the year, at least 60% of students in first grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

3) By the end of the year, at least 70% of students in second grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

### **Grades 3-5: Measureable Outcome(s)**

By the end of the 2022-2023 school year, at least 60% of tested students in grades 3-5 will achieve a proficient score on the state assessment.

1) By the end of the year, at least 60% of students in third grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

2) By the end of the year, at least 60% of students in fourth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

3) By the end of the year, at least 60% of students in fifth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

#### **Monitoring:**

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

The Area of Focus supporting RAISE will be monitored closely by the administrative team using beginning and middle of the year benchmark assessments through FAST as well as i-Ready diagnostic assessments. Monitoring will also be accomplished using district common assessment data from the Standards-based Unit Assessments and data gained from documented MTSS interventions provided to readers at the Tier II and Tier III levels through such programs as SIPPS and Heggerty. Bi-weekly data meetings will occur with teachers to review students' data, identify areas of growth and next steps as well as alignment between the core instruction and the intervention. The i-Ready End-of-Year Diagnostic assessment will be used, as well as the Spring FAST ELA Assessment to evaluate the impact on reading proficiency at the end of the year.

#### **Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Simmons, Melanie, melanie.simmons2@ocps.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§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 evidence-based practice being implemented to achieve the measurable outcome in grades K-5 to improve reading proficiency include small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and intensive instruction with Tier II ad Tier III support targeted to children's observed and assessed needs in specific aspects of literacy development. The following evidence-based programs being implemented meet Florida's definition of Strong Evidence criteria, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty Phonemic Awareness, and i-Ready for instruction and monitoring. These evidence-based practices/programs align to the B.E.S.T. ELA Standards. The school will use the District approved streamlined walkthrough tool weekly to monitor instruction, identify trends, and adjust instruction.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

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

The evidence-based practices/programs SIPPS, and Heggerty address the identified need as they teach targeted students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Students develop awareness of the segments of sounds in speech and how they link to letters. The programs teach students to decode words, analyze word parts, and write and recognize words. This ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension. The programs have a proven record of effectiveness for the target population as they are research-based foundational skills programs proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia.

**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 coaching support for teachers whose progress monitoring data is not showing adequate growth. Teachers will be tiered based on classroom walkthrough data and participate in the coaching cycle with a highly effective reading coach. Progress will be monitored using student bi-weekly progress monitoring data and daily classroom observation data.</p>	<p>Simmons, Melanie, melanie.simmons2@ocps.net</p>
<p>Professional Learning include specific supports for teachers based on progress monitoring data. Weekly PLCs will be facilitated by a reading coach where teachers will review the benchmarks for each lesson, share and model effective best practices, and create engaging practice activities for each lesson.</p>	<p>Simmons, Melanie, melanie.simmons2@ocps.net</p>
<p>The Literacy Leadership Team will closely monitor the implementation of the reading intervention plan which includes small group and individual intensive instruction. Bi-weekly data meetings will be held to identify areas of growth and next steps as well as align the core instruction with intervention.</p>	<p>Simmons, Melanie, melanie.simmons2@ocps.net</p>

### Positive Culture & Environment

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

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

The school staff will continue to build partnerships with families through events held throughout the year where parents can connect with teachers and their students, such as Open House, Literacy Night, STEM Night, Science Night, ARTS Night, etc. The Parent Engagement Liaison assists in planning and keeps families updated on events happening throughout the year. Teachers and staff keep an open line of communication with parents and families through ClassDojo, and phone calls regularly. With the help of Partners in Education, the guidance counselor, PEL, and social worker will connect families in need with assistance services to address social and emotional needs. A Love Pantry, Uniform, and Supply Closets are available on campus for students to address their basic needs. The guidance counselor provides one-on-one counseling sessions, group counseling services, and guidance counseling lessons. Families are also connected to outside counseling through Sednet Services. The guidance counselor and dean coordinate a mentor program. Students are identified by staff and are assigned an adult mentor. Mentors and mentees meet on a monthly basis. Teachers embed Social and Emotional Learning (SEL) strategies in lessons to promote relationships, responsible decision-making, self-awareness, and self-control. A different character trait is introduced each month and students work towards practicing those character traits. The staff will meet each month to participate in a SEL activity, coordinated by the School SEL Team. Staff school shirts are worn on spirit days to build school camaraderie. The School SEL Team will work together to create opportunities to build a positive school culture and environment.

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

Rock Lake staff, teachers, families, and students are stakeholders in building a positive school culture and environment. Signage is placed around campus to remind all stakeholders of our academic goals for becoming a high achieving school. The Rock Lake Motto "Knowledge is Power" is strategically placed in teachers classrooms, hallways, and cafeteria and recited as part of our daily morning announcement. Front office staff members are responsible for creating a welcoming environment for families and community partners that enter the school building and promptly address concerns they may have. Teachers and staff are responsible for creating a welcoming environment for students once they arrive on campus by serving a warm healthy breakfast, support transitions throughout the day, and at dismissal to go home. Teachers create a positive environment in their classrooms throughout their lessons, incorporating SEL strategies to build self-awareness, self-control, and decision-making skills through collaboration. In classrooms, each student has a role which builds a sense of community as they move about exhibiting self-awareness, social awareness, and building relationships with their peers and teacher. Students must practice these skills as they are collaborating with each other. Students are encouraged to have a growth mindset by setting goals, participating in data chats and report card conferences to evaluate progress towards achieving these goals, and working with their teachers to develop next steps. Parents are kept abreast of all events on campus through weekly Connect-Orange messaging, ClassDojo, emails, and class newsletters and encouraged to keep open lines of communication with their teachers as we work together to support students success.