

Orange County Public Schools

Sun Blaze Elementary



2022-23 Schoolwide Improvement Plan

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Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

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

Demographics

Principal: Glenna Wyatt

Start Date for this Principal: 2/9/2022

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2021-22 Title I School | No |
| 2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 35% |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2021-22: A (69%) 2018-19: A (67%) 2017-18: B (59%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | ATSI |
| * 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.

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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| Budget to Support Goals | 0 |

Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

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

School Demographics

| | | |
|---|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School KG-5</p> | <p>2021-22 Title I School</p> <p style="font-size: 24px;">No</p> | <p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 24px;">35%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="font-size: 24px;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 24px;">75%</p> |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| Grade | A | A | A | A |

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Purpose and Outline of the SIP

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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

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 |
|---------------------|---------------------------|--|
| Wyatt, Glenna | Principal | Instructional observations Teacher and classified staff evaluations Personnel hiring and ER issues Progress monitoring and data analysis Monitors and evaluate Deliberate Practice Plans Manages school budget and internal accounts SAC and PTA liaison Oversees professional development for leadership team Public Relations leader Monitors staff and student attendance Shares district initiatives Monitors instruction |
| Cadogan, Tomicka | Instructional Coach | Conducts coaching observations Provides teacher and staff professional development Progress monitoring and data analysis Organizes peer to peer observations Coordinates grade-level ELA Facilitates collaborative planning Monitors ELA instruction Contact for 3rd grade portfolios iReady facilitator Lead mentor supervisor of mentors and beginning teachers Intern coordinator Coordinates reading deficiency and retention letters |
| Worrell, Brittany | Other | Conducts coaching observations Provides teacher and staff professional development Progress monitoring and data analysis Organizes peer to peer observations Coordinates grade-level math Facilitates collaborative planning Monitors math and science instruction Contact for STEAM clubs Organizes school-wide STEM challenges Monitors science PMAs Coordinates and oversees after school tutoring MTSS lead for 3-5 |
| Villalobos, Martiza | ELL Compliance Specialist | Conducts coaching observations Provides teacher and staff professional development Progress monitoring and data analysis Support PLCs Organizes peer to peer observations MPLC facilitator Monitors ELL certify Organizes ELL para schedules |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|-----------------------------|---|
| | | Manages ELL plans and accommodations Supports implementation of ELL strategies Facilitates ELL testing Imagine Learning Contact Organizes and facilitates parent conferences for ELL students |
| DiPaolo, Lauren | Other | Provides guidance lessons K-5 Provides Child Safety Matters lessons K-5 Delivers lesson on Character Education Conducts SEDNET referrals Facilitates DCF calls and visits Coordinator for the Threat Assessment Meetings McKinney Vento contact Social worker liaison Conducts gifted screening Assist with parent conferences Mental health designee on staff and responds to threats to self/mental health crisis Foster care designee Conduct individual and small group counseling and life skills groups |
| Miller, Kristin | Curriculum Resource Teacher | Conducts coaching observations Provides teacher and staff professional development Progress monitoring and data analysis Organizes peer to peer observations Testing coordinator Educator Access + grading system contact Organizing and managing school field trips Facilitates school Spelling Bee Organizes and manages all instructional materials MTSS lead K-2 Coordinates ADDItions volunteers Responsible for submitting staff professional development points Reviews report cards Skyward backup |
| Boston, Jacqueline | Other | Provides professional development on guided reading Manages media center (library books and digital resources) Canvas representative for the school Facilitates digital professional development Laptop and iPad manager (loss and damages) Coordinator for Speech Contest Coordinator for AR program Battle of the Books sponsor DCTL |

| Name | Position Title | Job Duties and Responsibilities |
|---------------|---------------------|---|
| Jesso, Tanner | Dean | Implements behavior intervention plans Student discipline Facilitates fire, active assailant, and severe weather drills Organizes morning and afternoon duty schedules Manages bullying investigations Investigates Title IX Conducts threat assessments Member of threat assessment team Supports MTSS for behavior |
| Velez, Blanca | Staffing Specialist | FSAA Coordinator ESE staffing Monitors ESE Certify errors Conducts ESE annual reviews Writes and manages behavior plans Assists with ESE accommodations Organizes ESE para schedules Manages health care plans ESE transportation contact 504 plan facilitator |
| Wilson, Tara | Assistant Principal | Instructional observations Teacher and classified staff evaluations Personnel hiring and ER issues Progress monitoring and data analysis Monitors and evaluates Deliberate Practice Plans Student discipline/bullying Creates master schedule Monitors FTE/Certify Creates and communicates School Improvement Plan Data collection and analysis Facilities manager Monitors instruction Manages student scheduling / Skyward |

Demographic Information

Principal start date

Wednesday 2/9/2022, Glenna Wyatt

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.*

3

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.*

12

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,036

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

17

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

24

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 | 8 | 178 | 163 | 161 | 172 | 154 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 836 |
| Attendance below 90 percent | 0 | 29 | 32 | 37 | 34 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 157 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 9 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in Math | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 1 | 31 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 1 | 23 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Number of students with a substantial reading deficiency | 0 | 169 | 119 | 63 | 28 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 403 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 1 | 23 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |

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 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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

Monday 8/15/2022

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 | 138 | 134 | 146 | 163 | 136 | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 867 |
| Attendance below 90 percent | 0 | 19 | 22 | 21 | 5 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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 |

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 | 138 | 134 | 146 | 163 | 136 | 150 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 867 |
| Attendance below 90 percent | 0 | 19 | 22 | 21 | 5 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 85 |
| One or more suspensions | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 3 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| Course failure in Math | 0 | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 169 | 119 | 63 | 28 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 403 |

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 | 0 | 0 | 0 | 2 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |

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 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 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 | 2022 | | | 2021 | | | 2019 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | 72% | 56% | 56% | | | | 71% | 57% | 57% |
| ELA Learning Gains | 77% | | | | | | 67% | 58% | 58% |
| ELA Lowest 25th Percentile | 59% | | | | | | 61% | 52% | 53% |
| Math Achievement | 77% | 46% | 50% | | | | 76% | 63% | 63% |
| Math Learning Gains | 74% | | | | | | 71% | 61% | 62% |
| Math Lowest 25th Percentile | 61% | | | | | | 57% | 48% | 51% |
| Science Achievement | 65% | 61% | 59% | | | | 68% | 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 | 65% | 55% | 10% | 58% | 7% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 66% | 57% | 9% | 58% | 8% |
| Cohort Comparison | | -65% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 54% | 7% | 56% | 5% |
| Cohort Comparison | | -66% | | | | |

| 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 | 79% | 62% | 17% | 62% | 17% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 70% | 63% | 7% | 64% | 6% |
| Cohort Comparison | | -79% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 65% | 57% | 8% | 60% | 5% |
| Cohort Comparison | | -70% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 61% | 54% | 7% | 53% | 8% |
| 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 | 20 | 50 | 52 | 24 | 47 | 50 | 10 | | | | |
| ELL | 58 | 76 | 58 | 68 | 78 | 60 | 57 | | | | |
| ASN | 76 | 76 | | 94 | 86 | | | | | | |
| BLK | 80 | 76 | | 80 | 81 | | 85 | | | | |
| HSP | 65 | 74 | 55 | 69 | 71 | 55 | 59 | | | | |
| MUL | 89 | | | 94 | | | | | | | |
| WHT | 84 | 84 | 70 | 87 | 73 | | 68 | | | | |
| FRL | 62 | 76 | 56 | 64 | 70 | 53 | 67 | | | | |
| 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 | 20 | 42 | | 22 | 33 | | 23 | | | | |
| ELL | 52 | 70 | 67 | 61 | 73 | 80 | 43 | | | | |
| ASN | 81 | | | 89 | | | 80 | | | | |
| BLK | 78 | | | 78 | | | | | | | |
| HSP | 61 | 62 | 73 | 67 | 70 | 79 | 59 | | | | |
| MUL | 83 | | | 92 | | | | | | | |
| WHT | 79 | 68 | | 89 | 64 | | 81 | | | | |
| FRL | 55 | 46 | 61 | 64 | 63 | 63 | 45 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 25 | 38 | 39 | 33 | 41 | 35 | 9 | | | | |
| ELL | 58 | 63 | 58 | 66 | 67 | 59 | 51 | | | | |
| ASN | 97 | 83 | | 97 | 96 | | | | | | |
| BLK | 68 | 79 | | 79 | 79 | | 71 | | | | |
| HSP | 65 | 64 | 59 | 71 | 67 | 56 | 58 | | | | |
| MUL | 75 | | | 75 | | | | | | | |
| WHT | 80 | 72 | | 85 | 74 | | 82 | | | | |
| FRL | 63 | 65 | 58 | 69 | 66 | 57 | 60 | | | | |

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) | ATSI |
| OVERALL Federal Index – All Students | 68 |
| 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 | 59 |
| Total Points Earned for the Federal Index | 544 |

| ESSA Federal Index | |
|--|-----|
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 36 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| English Language Learners | |
| Federal Index - English Language Learners | 64 |
| 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 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 | 83 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 80 |
| 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 | 63 |
| 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 | 92 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |

| Multiracial Students | |
|--|-----|
| 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 | 78 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 64 |
| 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?

Our school grade level data for 2021-2022 school year is above state and district averages in ELA, Math, and Science. After reviewing FSA data for the 2021-2022 school year, our bottom 25% learning gains for both ELA and math were our lowest subcategories. Learning gains for the lowest 25% in ELA were 59% and learning gains for the lowest 25% in math were 61%. Student learning gains for math lowest 25% decreased from 72% in 2021. In addition, our students with disabilities subgroups show the lowest achievement in reading and math.

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

Based on Sun Blaze's 2022 ELA and Math FSA data, Tier 1 students, including our highest achievers, made adequate growth or excelled. Our student learning gains for math increased to 74% when compared to 69% in 2021. Our student achievement in math increased from 75% - 77% in 2022. Our student learning gains for ELA increased to 77% from 63%. Our student achievement in ELA increased to 72% from 69%.

Furthermore, our 2021-2022, progress monitoring data indicates that students with disabilities continue to underperform. ELA achievements for SWD was 20% and achievement in math was 24%. Students with disabilities subgroups achievement level decreased in 2022 from 2021.

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

Our math learning gains for students did not meet our growth goal. A contributing factor to the unmet goal in performance was a need to continue to close the gaps created by the COVID 19 pandemic. Thus, during the upcoming school year, we will continue to implement math interventions with a more targeted plan. During this time, teachers will focus on foundational skills and any prerequisite standards in order to close achievement gaps.

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

For the 2021-2022 school year, the data components which showed the most improvement were Sun Blaze Elementary' s ELA learning gains. Learning Gains went up 14 percentage points from 2021 to 2022 (from 63% to 77%).

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

New actions that the school took in this area to foster improvement was the implementation of a Literacy Committee. Two members from each grade level met with with the reading coach to create the READ plan for the reading block. The committee members observed the reading block and debriefed the successes and areas of growth to make improvements to the plan. One area that was an area of growth was vocabulary so the committee made recommendations for vocabulary instruction. In addition, 4th grade has strong writing instruction, which positively impacts reading achievement.

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

Sun Blaze Elementary will be implementing intensive math interventions focused on foundational skills. Students With Disabilities will receive strategies that include: Systematic and explicit instruction Visual representation of functions and relationships, such as manipulatives, pictures and graphs, Peer-assisted instruction, and Ongoing, formative assessment. We can not rely solely on the services being received through the SLD teacher, so all teachers need to provide quality math instruction. In addition, in order to foster improvement we will implement the PLC cycle for planning math interventions. This cycle will include data analysis, problem solving, and plans for improvement at each assessment period.

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.

This summer, the math coach and intermediate math teacher attended the FCTM conference to learn strategies for increasing the effectiveness of math intervention. These two teachers, plus a primary teacher have been identified as the BEST Problem Solvers. In addition to what they learned this summer, they will attend district PD during the year that they will in turn use to train our teachers in best practices for math intervention. The math coach is also revising the math block to help streamline instruction and support.

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

For the 2022-2023 school year, each teacher will track student progress and achievement. They will then conduct data chats with their students to celebrate growth and set goals throughout the school year. In addition, math intervention time continues to be built into the schedule for all grade levels. By focusing

on math foundational skills during intervention time, will help us build sustainability of improvement in this school year and beyond.

Areas of Focus

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

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#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus
Description and Rationale: Our learning gains for the lowest 25% decreased in both ELA and Math. The greatest decrease was in math, from 72% in 2021 to 62% in 2022. Our focus was selected to continue to support and meet the needs of students falling into the lowest 25th percentile, while primarily focusing on math learning gains. We will provide multiple opportunities to expose students to standards based content and aligned instructional strategies to close achievement gaps.
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Measurable Outcome: The measurable outcome that the school plans to achieve is an increase in math learning gain scores for students in the lowest 25% by three percentage points resulting in 64% gains.
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring: This will be monitored through classroom informal observations and formative assessments. Also, it will be monitored through unit assessments and the new online programs and state assessments that are being rolled out this coming school year. In addition, the collaborative team's will self evaluate the effectiveness of their team time.
Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome: Glenna Wyatt (glenna.wyatt@ocps.net)

Evidence-based Strategy: Sun Blaze will implement a variety of strategies to ensure we meet the needs of our students in order to achieve math learning gains. Sun Blaze will monitor and adjust the MTSS process (tiered support) through the use of evidence based interventions, after school tutoring programs, data analysis, problem solving, creation of action plans, monitoring of results, and implementation of Universal Design for Learning (UDL) strategies. Teachers will also use strategies from the instructional framework to monitor for the desired effect.
Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: The rationale for selecting these strategies is to increase student exposure to grade level content and monitor progress/ adjust instruction as needed to close achievement gaps. We will monitor the implementation of UDL strategies to ensure that our students that are receiving special education services are making adequate academic progress throughout the school year. Additionally, we will continue to support our students through creating a culturally responsive environment in which all staff members exhibit high levels of cultural competency.
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.

1. Coaching observations - Leadership team (August 2022 - ongoing).
2. Data analysis - all stake holder groups (August 2022 - ongoing).
3. Weekly PLC meetings - focusing on standards, assessments and data, instructional strategies and resources - Leadership team and teachers (August 2022 - ongoing)
4. Job embedded professional development- Math coach, administration, BEST Problem Solvers
5. After school tutoring programs- teachers, Leadership team (October 2022- April 2023)
6. MTSS professional development/ progress monitoring - (August 2022 - ongoing) - CRT and Math Coach, administration
7. Implementation of district approved math programs-(August 2022 - ongoing) - teachers
8. Monitoring the implementation of district approved math programs and instructional strategies (August 2022 - ongoing) - Leadership team
9. MTSS PLC meeting focused on data collected during both informative and formative assessments to track progress of students - (August 2022 - ongoing) CRT and Math Coach, administration, teachers

Person Responsible Glenna Wyatt (glenna.wyatt@ocps.net)

#2. Positive Culture and Environment specifically relating to School Climate and Leadership

Area of Focus Description and Rationale: Based on the Spring 2022 Panorama Survey of teachers, the overall school climate of our school decreased seventeen percentage points to 45%. This is below the average for the Southeast Learning Community (55%), and it is lower than the average for non-Title 1 schools (52%).
Include a rationale that explains how it was identified as a critical need from the data reviewed. Twenty-six percent of teachers responded positively to the school leaderships' effectiveness. This is a decrease in seven percentage points from 2021. This is below the average for the Southeast Learning Community (59%) and is it lower than the average for non-Title 1 schools (55%).

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome. Sun Blaze Elementary strives to improve the overall social and learning climate of the school by 10 percentage points on the 2023 Panorama Survey. Furthermore, we will focus on the Panorama survey questions that relate to the positive attitudes of colleagues and positive working environment. Sun Blaze Elementary will improve the perception of leadership effectiveness by 10 percentage points.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome. Sun Blaze will monitor the school climate and leadership through PLCs, classroom walk-throughs and engagement in school events.

Person responsible for monitoring outcome: Glenna Wyatt (glenna.wyatt@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus. In order to reach our goal of improving school climate and leadership, all stakeholders will be active participants. Leadership will foster a culture in which all employees have some level of responsibility, autonomy and accountability. Teachers will be involved in the decision making processes that impact their work. Teachers will also have support in adapting to changes they do not have control over.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy. A positive workplace culture improves teamwork, raises the morale, increases productivity and efficiency, and enhances retention of the workforce. Job satisfaction, collaboration, and work performance are all enhanced. And, most importantly, a positive workplace environment reduces stress in employees.

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.

1. Include team builders in staff professional development and meetings - Leadership team and PD facilitators
2. Give opportunities for teachers to give input on school decisions - Leadership team
3. Involve teachers in the planning of school events - Leadership team
4. Model growth mindset with teachers and students - Leadership team
5. Give the rationale ("the why") behind decisions that are made - Leadership team
6. Give opportunities for authentic sharing through check ins - Leadership team

Person Responsible Glenna Wyatt (glenna.wyatt@ocps.net)

Positive Culture & Environment

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

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

Sun Blaze Elementary builds a positive school environment by seeking valuable input and establishing strong relationships with school and community stakeholder groups. We work tirelessly to provide positive and culturally responsive experiences for students, staff, and families. Teachers and staff work to bring awareness and honor a variety of cultures each month. The school community is always looking for new and inventive ways to enable students to meet their highest level of potential. Sun Blaze faculty and staff work closely with PTA to provide students with a variety of experiences that enrich their education. Strong school and community partnerships drive school decision making through informed, collaborative initiatives that provide our students with the best educational experience possible.

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

Sun Blaze's School Advisory Council meets monthly to discuss school improvement efforts centered on the academic and social emotional well-being of our students. The collaboration between school and community has supported students and teachers through providing valuable resources to increase student achievement. We need to expand this council in 2022-2023 by increasing membership and voice in SAC. Sun Blaze's parent teacher association (PTA) works to provide meaningful experiences for the community. The PTA supports all families and students through various community events throughout the year. The administrators have been meeting with the PTA to discuss ideas for expanding parent partnerships. For the 2022-2023 school year, Sun Blaze's PTA will continue to support teacher development through funding professional development that continues to build cultural awareness as well as teacher development in support of our specialized classrooms.

The school based SE team works closely with teachers to help support each student's emotional and social well-being and culturally responsive instruction through the implementation of evidence based strategies that support all student groups. As a school community, Sun Blaze will continue to support teacher development in this area, and enhance it through job embedded professional learning.

In the 2022-2023, Sun Blaze will continue to promote teacher sponsored clubs to help support the diverse needs and interests of all students. School clubs give students a variety of choices that appeal to them. Additionally, school club activities enable students to build positive social relationships with peers.

Sun Blaze also supports the OCPS induction program with our teacher sponsored "Sun Beamers." The "Sun Beamers" meet monthly with teachers within their first three years in the classroom. The Lead Mentor supports

new teachers and mentors in learning about various topics such as the instructional framework, MTSS, and the ways of OCPS. The "Sun Beamers" bring new and veteran teachers together to help increase teacher capacity and build strong relationships among the staff.

In 2022-2023, special area teachers are mentoring 4th and 5th grade students who need extra support

based on social and emotional needs. The mentors will meet with the teachers 15 minutes per week. Having positive mentor relationship can promote healthier relationships and lifestyle choices. better attitude about school. higher educational aspirations and enhanced self-esteem and self-confidence.