

Orange County Public Schools

Ivey Lane Elementary



2022-23 Schoolwide Improvement Plan

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Ivey Lane Elementary

209 SILVERTON ST, Orlando, FL 32811

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

Demographics

Principal: Gorsha Galbraith

Start Date for this Principal: 6/28/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: B (56%) 2018-19: C (53%) 2017-18: F (30%)
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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<https://iveylaneees.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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
Galbraith, Gorsha	Principal	Mrs. Galbraith serves as the instructional leader of Ivey Lane Elementary School. She monitors instructional delivery of the standards and allocation of resources to ensure students are provided with a high-quality education. The principal will facilitate instructional rounds and provide teachers with actionable feedback to enhance their professional practices. The principal engages with district and community members to facilitate the use of resources directly impacting student achievement. Mrs. Galbraith establishes systems of guidance that result in a supportive learning environment with high expectations and increased student outcomes. Equally important, she provides avenues for teachers to collaborate, plan rigorous lessons, and contribute input for the optimal functioning of the school.
Anderson, Adriene	Assistant Principal	Mrs. Anderson is one of the instructional leaders on campus. Along with the principal she monitors the instructional delivery of the standards. Mrs. Anderson facilitates instructional rounds and provides teachers with actionable feedback to enhance their professional practices. The assistant principal partners with the principal to implement systems and structures that yield a strong learning environment. She has the responsibility of analyzing common assessment data to make timely instructional decisions that impact student achievement. Mrs. Anderson is also responsible for monitoring the discipline process to ensure a positive school climate and safe working environment.
McNamee, Stephanie	Instructional Coach	Mrs. McNamee serves as the instructional coach. She supports the administrative team in leading professional development in the content area of science. She utilizes the coaching cycle to support teachers in need of Tier II and Tier III support. She also provides support to teachers in developing best practices for delivering standard-based instruction. Mrs. McNamee provides targeted instruction to students identified as performing below grade level on summative and formative assessments. In her other role, she serves as the testing coordinator, she oversees the organization and administration of school-based, district level and state standardized testing.
McKinney, Roderick	Math Coach	Mr. McKinney serves as the math instructional coach. As the academic coach, he facilitates ongoing, job-embedded professional development to build teacher capacity. Equally important, he also provides targeted instruction to students identified as performing below grade level on summative and formative assessments.
Jackson, Candace	Reading Coach	Ms. Jackson serves as the reading instructional coach. As the academic coach, she facilitates ongoing, job-embedded professional development to build teacher capacity. Equally important, she also provides targeted instruction to students identified as performing below grade level on summative and formative assessments.

Name	Position Title	Job Duties and Responsibilities
Forsythe, Marcia	School Counselor	Ms. Forsythe provides a comprehensive curriculum focused on academic, as well as, social and emotional learning for all students. She also supports the administrative team by providing professional development for teachers in the area of Social Emotional Learning. She incorporates character education, prevention and intervention services to meet the diverse needs of the student body.
Cunningham, Latoya	Dean	Ms. Cunningham serves as the school dean. She assists with the school-wide implementation CHAMPS at Ivey Lane Elementary. Ms. Cunningham, along with teachers and staff, incentivize the student body with Noble Bucks, which are used to purchase desired, age appropriate items from the Knight store. She provides teachers and support personnel with professional development on classroom management, restorative practices, and effective strategies to aide students with successful academic, personal and social development.
Frederick, Thomasine	Instructional Coach	Ms. Frederick serves as the reading and math interventionist. She provides targeted instruction to students identified as performing below grade level on summative and formative assessments. She also provides support to teachers in developing best practices for delivering standard-based instruction.

Demographic Information

Principal start date

Tuesday 6/28/2022, Gorsha Galbraith

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.*

0

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.*

0

Total number of teacher positions allocated to the school

21

Total number of students enrolled at the school

300

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

9

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

2

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	18	46	54	66	45	50	0	0	0	0	0	0	0	279
Attendance below 90 percent	9	22	25	21	8	23	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	15	17	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	8	9	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level 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	7	8	10	0	0	0	0	0	0	0	25

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

Date this data was collected or last updated

Monday 7/11/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	
Students retained two or more times	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	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	

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	
Students retained two or more times	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	33%	56%	56%				31%	57%	57%
ELA Learning Gains	59%						59%	58%	58%
ELA Lowest 25th Percentile	61%						62%	52%	53%
Math Achievement	56%	46%	50%				54%	63%	63%
Math Learning Gains	71%						70%	61%	62%
Math Lowest 25th Percentile	74%						55%	48%	51%
Science Achievement	40%	61%	59%				37%	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	23%	55%	-32%	58%	-35%
Cohort Comparison		0%				
04	2022					
	2019	40%	57%	-17%	58%	-18%
Cohort Comparison		-23%				
05	2022					
	2019	23%	54%	-31%	56%	-33%
Cohort Comparison		-40%				

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	62%	63%	-1%	64%	-2%
Cohort Comparison		-52%				
05	2022					
	2019	41%	57%	-16%	60%	-19%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	35%	54%	-19%	53%	-18%
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	10	45		25	46						
ELL	28	53		60	82		42				
BLK	32	59	62	54	71	75	39				
HSP	44			75							
FRL	31	58	59	55	69	73	39				
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	11			21							
ELL	40	64		52	64						
BLK	29	55	73	46	36	36	38				
HSP	48			43							
FRL	32	61	73	47	45	40	48				

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	13	62	85	28	64	62	13				
ELL	33	63		89	93						
BLK	30	58	57	52	68	52	31				
HSP	28	57		74	89		42				
FRL	29	56	60	53	71	61	34				

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	58
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	66
Total Points Earned for the Federal Index	460
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	55
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	
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	56
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	66
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	56
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?

The 2021-2022 FSA ELA school data reflected the lowest proficiency, with only 33% of the students achieving a level 3 or higher. In grades 3rd through 5th, proficiency decreased in ELA for all subgroups. From the 2020-2021 school year to the 2021-2022 school year, ELA proficiency only increased by 2 % percentage points from 31% to 33%. As for the greatest decline from the previous year, ELA Learning Gains of the Lowest 25% had a one percentage point increase.

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

The data component with the greatest need for improvement is ELA proficiency in grades third through fifth with 24%. The next greatest need is in science where the percent proficient is at 25% which followed by math with 31% proficient.

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

The factors that contributed to this need for improvement was the lack of monitoring for standards-based instruction and for effective instructional delivery in the primary grades. The students could not consistently receive standards-based instruction and effective instructional delivery due to the inconsistency of common planning and monitoring.

The new actions needed to address this need for improvement would be to hold weekly Professional Learning Communities that have an intense focus on standards-based instruction and effective instructional delivery strategies in ELA and Math. Additionally, the administration team will conduct bi-weekly data meetings to review student data to determine if the transfer of planning is transferring in the instructional delivery of the teachers

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

A decline occurred in all components of the 2021-2022 FSA. Based upon all of the components, ELA proficiency showed only a decrease of two percentage points but the 2020-2021 proficiency level was only at 33%.

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

The contributing factors for this improvement were the implementation of differentiated instruction that targeted students and their specific deficiencies. In addition to this, the school-based and district coaches, senior administrators, and tutors pulled-out targeted students to remediate and reteach standards in smaller group settings during the ELA and math blocks. In addition to this, new actions that were taken were content coaches provided teachers with professional developments on differentiated instruction, guided reading, and the disaggregation of data. These professional developments allowed teachers to make instructional decisions for the targeted groups in which they were supporting.

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

Strategies that will be implemented to accelerate learning are as follows:

Collaborative groups will be utilized for student to student work. These groups will complete rigorous

standards-based tasks and every person in the group will have a role of contributing to the overall group success. Students will be able to further develop social-emotional skills during this time.

Scaffolding will occur Intentionally and teachers will start a lesson with less complex text to establish a solid foundation of understanding before transitioning to a more complex text. This allows students to be successful with text that may have been inaccessible without that support. Combining scaffolds and grade level skills, rather than focusing on isolated skills, provides opportunities for students to use familiar, mastered skills in conjunction with newly acquired ones to achieve new levels of understanding.

Differentiating instruction will occur to tailor the instruction based on strengths and areas of growth for each student. The curriculum will be tailored to deliberately and intentionally meet individual learners' specific needs over a prescribed period. Rather than approaching instruction from a deficit model, we will focus on student strengths, simultaneously provide compensatory strategies and additional instruction to address gaps in learning and needed areas of growth.

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.

Based on the contributing factors and strategies identified to accelerate learning, we will provide professional development opportunities with an intense focus on collaborative structure implementation. We will also continue to provide professional learning opportunities on differentiated instruction. Leadership will provide professional development on the new B.E.S.T standards, the delivery of instruction, and engagement and monitoring strategies. Professional development opportunities will also address behavior, routines, and procedures.

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

Ivey Lane Elementary will be providing tutoring support for the Tier II and Tier III students based on progress monitoring data. We will also have academic services that will provide tutoring through an acceleration model for students who are performing on or above grade level. Along with support for the students, we will also provide differentiated and tiered coaching support to teachers based on classroom data and observational trends. We will continue to focus on monitoring the data throughout the school year and create action steps that will continue to improve student achievement.

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.

Ivey Lane Elementary student achievement will increase in ELA as a result of targeted small group differentiated instruction for the 2022-2023 school year. Small group instruction allows teachers and support staff to provide students with direct and explicit standards-based instruction in order to increase overall proficiency in third, fourth and fifth grade. This area of focus was identified as a critical need based on measured deficiencies on the FSA ELA assessment. Teachers and interventionists need to understand the framework of small groups and effective standards-based instruction in order to increase student proficiency. The overall school ELA achievement for the 2021-2022 FSA data is 35%.

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

For the 2022-2023 school year, students at Ivey Lane Elementary School will show an overall proficiency rate of 45% in ELA on The Florida Assessment of Student Thinking . This will show an overall increase of 10% from the previous school year.

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

Teachers and interventionists will complete weekly small group plans based on students' needs. These plans will include center activities, differentiation for ability groups, resources, and desired outcomes. Data will be collected weekly to measure progress and effectiveness of the lessons taught. Teachers will know the student is proficient in the skill when they score 75% or higher on the assigned task.

Person responsible for monitoring outcome:

Adriene Anderson (adriene.anderson@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Teachers and interventionists will participate in weekly PLCs that focus on the B.E.S.T standards in ELA, and implementing high yield strategies, small group engagement and collaborative structures.

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

A focus on high yield strategies, student engagement and collaboration, and explicit instruction of the B.E.S.T standards during small groups will enhance student comprehension and knowledge of content, thereby closing achievement gaps and increasing student proficiency. Administration will conduct classroom walkthroughs to ensure effective and consistent implementation of small group instruction.

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. We will provide professional development on the B.E.S.T standards.
2. We will provide professional development on effective delivery of small group instruction in reading.
3. We will provide professional development on high yield strategies with a focus student engagement and questioning.
4. Our coaches will implement the coaching cycle as needed for teachers using classroom observation

and teacher data.

5. Teachers, coaches and administrators will participate in weekly PLC/Data meetings.

6. Classroom walkthroughs and actionable feedback from administrators and coaches will be given to teachers weekly.

Person Responsible Gorsha Galbraith (gorsha.galbraith@ocps.net)

#2. Instructional Practice specifically relating to Science

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

Ivey Lane Elementary will increase Science proficiency (K-5) and narrow the achievement gap in ELA as a result of consistent implementation of standards-based instruction. Teachers will utilize science related informational text within reading instruction, increased scientific vocabulary, science common assessments, and additional science planning in all grade levels. The goal is to narrow the Science and Reading gap through incorporating science related informational text and vocabulary cross curricular.

This Area of Focus was identified as a critical need because Ivey Lane data demonstrates that 5th grade Science SSA data is slowly progressing. The overall 5th grade SSA proficiency was 40% while the 5th grade FSA ELA proficiency was 25%.

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

For the 2022-2023 school year, students at Ivey Lane Elementary School will show an overall proficiency rate of 50% in Science on the Science Standards Assessment. This will show an overall increase of 10%.

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

Through Professional Learning Communities (PLCs), grade-level teams will meet weekly with leadership team members to develop and plan for instruction using and analyzing data from both informational text assessments and Science common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of Science standards, as well as close reading achievement gaps as identified by the formative and summative assessments.

Person responsible for monitoring outcome:

Adriene Anderson (adriene.anderson@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The key focus will be on the use of "High Impact" strategies, small group differentiated instruction and flexible grouping as well as continued focus on building teacher capacity in analysis of Science and ELA data.

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

Research-based "High Impact" instructional strategies significantly impact student's achievement in a short time when implemented with quality and support. When using these strategies in flexible groups, determined by both Reading and science data, students receive the necessary amount of scaffolding based on their needs in order to increase their achievement. Teachers will learn more about these strategies in professional developments and discuss appropriate strategies in PLC's.

**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.

Develop and implement flexible groupings. Implement daily small group instruction to provide opportunities for teachers to differentiate instructional strategies to close learning gaps, support engagement, and monitor progression of learning.

Person Responsible Adriene Anderson (adriene.anderson@ocps.net)

Design and facilitate professional development on "High Impact" strategies for teachers to implement into daily lessons. Teachers, coaches, and administrators will participate in weekly PLC/Data meetings. Classroom walkthroughs and actionable feedback from administrators and coaches will be given to teachers weekly.

Person Responsible Adriene Anderson (adriene.anderson@ocps.net)

Continuous monitoring of these strategies in Science planning and in daily lessons. Coaches will implement the coaching cycle as needed for teachers using these classroom observation and teacher data.

Person Responsible Stephanie Mcnamee (stephanie.mcnamee@ocps.net)

#3. Positive Culture and Environment specifically relating to Social and 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.

Ivey Lane Elementary will create a positive culture and environment specifically related to the Social and Emotional Learning. It is important to create a culture of social and emotional learning with adults and students. It is critical to harness the professional skills and leadership capabilities of everyone in the school. Ivey Lane Elementary students will develop social-emotional skills in rigorous focused conative learning that will impact academic success in a variety of settings.

This Area of Focus was identified as a critical need because it focuses on social and emotional learning of the students. In order to establish a positive school culture and climate, Ivey Lane Elementary will engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success.

Based on the Early Warning Systems indicator data students with two or more indicators is currently at 10% of our student population for the 2020-2021 school year.

Based on the Early Warning Systems indicator data 94 students scored at a level 1 on the statewide assessment.

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

Improvement in Early Warning Systems indicator data - Students with two or more indicators is currently at 10% of our student population for the 2020-2021 school year. By the end of the 2021-2022 school year that number will decrease to seven percent.

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

The school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. Additionally, we will be monitoring the implementation of the strategies modeled and usage of the resources provided and will modify our plan of action as indicated by data, student needs, and adult needs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The school based leadership team along with the Social Emotional Learning team will continue to provide professional learning to provide training, opportunities for safe practice, and examination of impact data.

Each classroom will work to implement class meetings to build relationships with students and develop a positive classroom community which contributes to the overall development of a positive culture school wide.

Rationale for Evidence-based Strategy:
Explain the rationale for

Professional development on SEL, teaching students conative skills, and SMART goals are areas that are beneficial to the students' long term comprehension of academic content. Infusing SEL components into the daily academic language and activities will reduce the amount of students scoring at a level 1 by 25%.

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. Administration will provide professional development on Marzano's conative skills and their effect on instruction.
2. Administration will provide professional development on SMART goals during student data chats.
3. The school-based guidance counselor will provide weekly SEL lessons for use in the classroom.
4. The school-based guidance counselor will pull targeted students for small group SEL lessons.
5. The weekly PLCs will include collaborating on how to incorporate SEL learning in each lesson.
6. Administrators and coaches will monitor for implementation through classroom walkthroughs, weekly PLC discussions and give actionable feedback.

Person Responsible [no one identified]

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, 64% of students were on track to score a Level 3 or above according to the i-Ready EOY Diagnostic results.

1. In Kindergarten, 89% of the 44 students were proficient on the District's i-Ready EOY diagnostic.
2. In first grade, 46% of the 50 students were proficient on the District's i-Ready EOY diagnostic.

3. In 2nd grade, 55% of the 49 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: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:

* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

*To prepare students to read words and comprehend text.

* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

*To allow students to begin spelling and decoding words.

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

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

1. In 3rd grade, 28% of the 47 students were proficient on the statewide ELA assessment.

2. In 4th grade, 47% of the 43 students were proficient on the statewide ELA assessment.

3. In 5th grade, 27% of the 59 students were proficient on the statewide ELA assessment.

For Grades 3:

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:

* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters.

*To prepare students to read words and comprehend text.

* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

*To allow students to begin spelling and decoding words.

For Grades 4-5:

The following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements: Providing Reading Interventions for Students in Grades 4-9:

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

*To think analytically and follow increasingly intricate series of events.

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 67% 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 92% 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 50% 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 58% 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 45% 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 50% 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 38% 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 50% 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 using beginning and middle of the year benchmark assessments through FAST as well as i-Ready. 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. Biweekly data meetings will occur with teachers to review students' data and address adjustments that may need to be made for student learning as well as formative checks to verify that students make gains in content.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Galbraith, Gorsha, gorsha.galbraith@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 school is a part of the School Transformation Office, and will use evidence-based programs such as i-Ready and SIPPS for instruction and monitoring. The school will align with the District's expectation of recommended curriculum, targeted professional development, and differentiated instruction for students who are identified as needing Tier II and Tier III support. The school will use the District approved streamlined walkthrough tool weekly to monitor instruction and identify trends.

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 following components of the Foundational Skills to Support Reading for Understanding Practice Guide identifies strategies when used in tandem with Heggerty and SIPPS meet a strong level of evidence to support ESSA subgroups:

-Use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)

-Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)

-SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

-i-Ready (Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

These evidence-based practices aid in predicting student proficiency and identifying student needs.

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>Teachers will attend PLCs three times per week to review details of upcoming lessons, plan text-based and benchmark-based questions and for student responses.</p> <ul style="list-style-type: none"> - Literacy Leadership - Leadership Team members will attend and support PLCs as well as follow up with classroom walkthroughs along with data disaggregation so informed decisions about instruction can be made. - Literacy Coaching - The Literacy Coach will provide side-by-side coaching and modeling of lessons to aid with the understanding or delivery of content. - Assessment - Standards-based Unit Assessments will be utilized to determine students' understanding of content and make adjustments to future lessons. EOY and FSA data are being used to initialize the student groups and upcoming diagnostic data will be used to update the groups as changes are being made in the data. - Professional Learning - Training in SIPPS, Heggerty and B.E.S.T. standards will be available. 	<p>Galbraith, Gorsha, gorsha.galbraith@ocps.net</p>
<p>MTSS process will be structured as students are properly placed in fluid Tiers based on their needs. Extra hour of reading will be used to provide additional, differentiated instruction 4 times per week in fluid, homogeneous, student groups.</p> <ul style="list-style-type: none"> - Literacy Leadership - The Leadership Team will monitor Functional Basic Skills (FBS), Extra Hour Instruction and Small Group Instruction by utilizing classroom walkthroughs. - Literacy Coaching - Lessons for small group instruction will be addressed during the PLC - Assessment - Assessment information gathered from FBS, Extra Hour Instruction and Small Group Instruction will be utilized to make adjustments to the student groups. - Professional Learning - Training opportunities in SIPP, Heggerty and B.E.S.T. standards will be available. 	<p>Anderson, Adriene, adriene.anderson@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.

Through a distributive leadership model, Ivey Lane Elementary uses social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. We use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from our school, which includes a mental health designee, will attend the district-wide professional learning throughout the year. The core team works with teachers and is charged with personalizing and implementing professional learning for school stakeholders, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. The development of positive culture and environment is further enhanced through district programs such as the Parent

Academy. Schools utilize staff such as Parent Engagement Liaisons to bridge the community and school culture.

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

The school based leadership team along with the Social Emotional Learning Team will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic success with all students. Ivey Lane Elementary will plan and implement professional development to all staff strengthening the awareness and importance of Social Emotional Learning Leadership (SELL). Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. Teachers will continue to work in their classrooms to implement class meetings to build relationships with students and develop a positive classroom community which contributes to the overall development of a positive culture school-wide.