

Orange County Public Schools

Meadow Woods Elementary



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Positive Culture & Environment	0
Budget to Support Goals	0

Meadow Woods Elementary

500 RHODE ISLAND WOODS CIR, Orlando, FL 32824

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

Demographics

Principal: Edmi Figueroa Solis

Start Date for this Principal: 2/10/2021

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (52%) 2017-18: C (44%)
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 was approved by the Orange County School Board on 1/24/2023.

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.

Table of Contents	
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	15
Title I Requirements	0
Budget to Support Goals	0

Meadow Woods Elementary

500 RHODE ISLAND WOODS CIR, Orlando, FL 32824

<https://meadowwoodses.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	93%

School Grades History

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

School Board Approval

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community is to 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
Figueroa Solis, Edmi	Principal	The Principal will be responsible for cultivating, shaping and ensuring rigorous academic goals for all staff and students. The Principal will problem solve, coach and build capacity in staff to create a positive and effective school culture. The Principal will identify and monitor gaps in instructional practices and provide support in order to assure the school's mission and vision are achieved.
Glenn, Laquel	Assistant Principal	The Assistant Principal will support the principal in assuring the mission and vision are achieved. The Assistant Principal will monitor data to provide needed adjustments to close the achievement gap, assure building safety, coach and support all staff, and maintain and deepen current educational best practices to support the positive and effective school culture.
Castanera, Rosita	School Counselor	The Guidance Counselor will maintain an understanding of all communication skills, decision making, relationship skills, conflict resolution and goal setting to ensure students receive support and to reduce all barriers to their academic success. The Guidance Counselor will confer with teachers to provide interventions, preventions and behavior modifications that will allow all students to achieve success and participate in rigorous instruction.
Roman, Faye	Curriculum Resource Teacher	The Curriculum Resource Teacher (CRT) will provide materials and knowledge of content to assure equity among all students and classrooms. They will support the instructional coach in monitoring the teacher and student use of curriculum and access to culturally responsive texts.
Steelman, Jessica	Math Coach	The Math Coach will model, build capacity and assist K-5 teachers with Math skills and standards-based instruction. She will plan and organize teacher and student data to allow students to be successful with Math standards. She builds capacity within Math Interventionists to maximize student support in Math and assist in vertically aligning primary instruction to intermediate instruction.
Krumdick, Justin	Instructional Coach	The Instructional Coach will model, build capacity and assist primary teachers with foundational skills. They will plan and organize teacher and student data to allow students to be successful in all academic areas. They will build capacity in core subject areas and assist in vertically aligning primary instruction to intermediate instruction.
Anderson, Patrice	Dean	The dean will provide social emotional learning to high needs students to ensure they can reach proficiency and oversee the behavior management systems within the school.

Demographic Information

Principal start date

Wednesday 2/10/2021, Edmi Figueroa Solis

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.*

2

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.*

4

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

633

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.

17

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	45	88	76	116	107	95	0	0	0	0	0	0	0	527
Attendance below 90 percent	21	41	34	37	30	28	0	0	0	0	0	0	0	191
One or more suspensions	0	2	0	0	2	1	0	0	0	0	0	0	0	5
Course failure in ELA	0	0	0	2	1	1	2	0	0	0	0	0	0	6
Course failure in Math	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	1	11	26	35	0	0	0	0	0	0	0	73
Level 1 on 2022 statewide FSA Math assessment	0	0	0	9	17	32	0	0	0	0	0	0	0	58
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	1	0	9	17	32	0	0	0	0	0	0	0	59

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	10	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/21/2022

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	38	84	114	143	98	140	0	0	0	0	0	0	0	617
Attendance below 90 percent	18	41	37	41	17	37	0	0	0	0	0	0	0	191
One or more suspensions	0	3	0	0	0	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	9	8	38	0	0	0	0	0	0	0	55
Course failure in Math	0	0	0	7	4	22	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	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	2	0	9	4	40	0	0	0	0	0	0	0	55

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	38	84	114	143	98	140	0	0	0	0	0	0	0	617
Attendance below 90 percent	18	41	37	41	17	37	0	0	0	0	0	0	0	191
One or more suspensions	0	3	0	0	0	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	0	0	9	8	38	0	0	0	0	0	0	0	55
Course failure in Math	0	0	0	7	4	22	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	21	0	0	0	0	0	0	0	21
Number of students with a substantial reading deficiency	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	2	0	9	4	40	0	0	0	0	0	0	0	55

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	46%	56%	56%				47%	57%	57%
ELA Learning Gains	52%						58%	58%	58%
ELA Lowest 25th Percentile	47%						55%	52%	53%
Math Achievement	54%	46%	50%				53%	63%	63%
Math Learning Gains	57%						56%	61%	62%
Math Lowest 25th Percentile	43%						45%	48%	51%
Science Achievement	39%	61%	59%				47%	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	40%	55%	-15%	58%	-18%
Cohort Comparison		0%				
04	2022					
	2019	48%	57%	-9%	58%	-10%
Cohort Comparison		-40%				
05	2022					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-48%				

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	49%	62%	-13%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	56%	63%	-7%	64%	-8%
Cohort Comparison		-49%				
05	2022					
	2019	43%	57%	-14%	60%	-17%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	54%	-11%	53%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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	5	26	37	17	33	29	6				
ELL	41	56	59	53	60	47	38				
BLK	33	53	40	52	59	43	17				
HSP	46	50	49	54	56	43	43				
WHT	67			53							
FRL	43	53	53	51	53	38	36				
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	9	33	31	13	31	40					
ELL	40	54	44	46	47	69	35				
BLK	26	24		30	19		25				
HSP	46	54	48	44	39	62	40				
WHT	62			62							
FRL	40	46	32	37	40	56	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	38	45	25	52	44					
ELL	41	66	67	47	55	56	38				
BLK	46	58	58	47	50	46	39				
HSP	46	58	55	52	57	47	49				
WHT	64			73							
FRL	43	55	56	49	51	42	46				

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	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	405
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	53
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	42
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	51
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	60
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	49
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?

Based on the raw FSA data for the 2021-2022 school year we saw an increase in overall student achievement (Level 3+) in the content areas of Reading, Math and Science. Meadow Woods ES also showed an increase in both Math and ELA learning gains as well as an increase in learning in ELA for the lowest 25%. Meadow Woods saw a 15% decrease in learning gains of students in the lowest 25%.

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

The 21-22 data shows there was an improvement in Reading for the lowest 25% by 3% from the previous year. However, there was a decrease in achievement in Math by 15% from the previous year.

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

Based on the prior years data from the state assessments it has been determined that the areas of improvement are reading for our lowest 25% to include students within the ESSA subgroups.

As a result of the data and the interventions from the 21-22 school year we will add the following additional supports and interventions:

- Ongoing data collection and analysis and support
- Support teachers with instructional practices that will support Reading

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

Based on statewide assessments the 2021-2022 data shows there was improvement in the overall math learning gains from 36% to 57%.

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

The school implemented a Reading acceleration hour to give additional time, so students could receive extra Reading instruction that targeted the gaps in the specific standards of need. Also, more than 100 students attended ATS tutoring, ESSER tutoring, and participated in target intervention. The intervention plan lessons were customized by need and in a small group setting.

The school implemented a Math Power Hour to give additional time, so students could receive extra Math instruction that targeted the gaps in the specific standards of need. Also, more than 120 students attended ATS Math tutoring 3 days a week. Additionally, the school had two Math interventionists that provided additional services based on data from progress monitoring. These lessons were customized by need and in a small group setting.

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

The strategies that will need to be implemented in order to accelerate student learning are: Data driven instruction along with ongoing progress monitoring aligned to Standards Based Instruction; weekly PLC sessions; and execution of the intervention plan with fidelity.

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.

Professional development in core content will be provided:

Focus Driven PLC's

Marzano Instructional Framework

Processing, Monitoring and Engagement

High expectations for low expectancy students Social Emotional Learning

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

Collaborative planning sessions will be scheduled weekly and a member of the Leadership team will attend to ensure understanding and fidelity to the strategies and BEST standards implementation that are aligned to both the District and School goals.

Extended learning opportunities will be provided for after-school, Saturday, and Spring Break Academy and STEM-based clubs.

Student intervention plan will be implemented in all grade levels focusing on our lowest performing 30% population in the content area of Reading and Math.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

According to the FSA data for the 21-22 school year data indicated that 3 of our subgroups scored significantly lower than other subgroups. Students with Disabilities had proficiency of 5%, Black had proficiency of 33% and English Language Learners had a proficiency of 41%. These 3 subgroups also have a significant representation in our lowest 25%.

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

According to the FSA data for the 21-22 school year data indicated that 3 of our subgroups scored significantly lower than other subgroups. Students with Disabilities had proficiency of 5%, Black had proficiency of 33% and English Language Learners had a proficiency of 41%. These 3 subgroups also have a significant representation in our lowest 25%.

After the analysis of the FSA data from the 21-22 school year the goal for each subgroup:

SWDs will increase proficiency from 5% proficiency in 21-22 to 15%

Black or African American students will increase proficiency from 33% proficiency in 21-22 to 44%

English Language Learners will increase proficiency from 41% proficiency in 21-22 to 51%

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

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

Person responsible for monitoring outcome:

Edmi Figueroa Solis (edmi.figueroasolis@ocps.net)

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

Each student will read connected text every day to support reading accuracy, fluency, and comprehension. For students of greater need, small group instruction will occur to better scaffold student learning.

Rationale for Evidence-based Strategy:

The selected instructional practice has a moderate level of evidence, as noted in this link for the IES Guide for Foundational Skills to Support Reading for Understanding.

Quasi-experiments have a moderate level of evidence due to that they lack the key

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

feature of randomly selected groups. Here students are assigned to intervention groups by using a non-random process based upon data.

Action Steps to Implement

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.

Monitoring of student data for each subgroup during the weekly PLC and Data meetings. During these meetings teachers will plan for opportunities to reteach and opportunities for differentiation.

Person Responsible Edmi Figueroa Solis (edmi.figueroasolis@ocps.net)

Students within these identified subgroups will be offered afternoon tutoring support where the focus will be reading strategies and skills. Tutoring will be held on Tuesdays and Thursdays.

Person Responsible Faye Roman (faye.roman@ocps.net)

Students within the identified subgroup will received focused instruction during the acceleration block from a certified reading teacher. During these sessions students will work in small groups and complete assessments to determine if the supports being provided are effective.

Person Responsible Joseph Guarino (joseph.guarino@ocps.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards**Area of Focus****Description and Rationale:**

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

On the most recent Florida Standards Assessment (FSA) data indicated that 50% or more of students scored below a level 3 in English Language Arts (ELA) in at least of the the tested grade levels. The following percentages for ELA achievement are: Third Grade: 47%, Fourth Grade: 48%, Fifth Grade: 42% (FSA Report: Schools with/without 50% or more of any Grade Level Scoring Below a Level 3).

Measurable Outcome:

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

By establishing and implementing instructional practices specifically relating to B.E.S.T standards, our overall achievement percentages will increase in an the area proficiency in both ELA and Mathematics by a minimum of 10 percentage points from the BOY to EOY assessments that will be provided by the state.

Monitoring:

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

Administration and Instructional Coaches will have an intended focus on standards aligned instructional practices during PLC meetings and planning sessions to ensure fidelity with the new B.E.S.T standards. Administration will monitor and facilitate planning sessions to ensure cohesive planning of the new B.E.S.T standards.

Person responsible for monitoring outcome:

Edmi Figueroa Solis (edmi.figueroasolis@ocps.net)

Evidence-based**Strategy:**

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

On-going progress monitoring practices will be the primary strategy being targeted to ensure fidelity with B.E.S.T standards instruction to analyze and adjust instruction to best meet the needs of the learners.

Rationale for Evidence-based**Strategy:**

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

By implementing this specific strategy of on-going progress monitoring, the expectation is that overall achievement percentages in ELA and Mathematics will increase on the 2023 State Assessments.

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 - (Aug - Oct): Provide on-going professional development sessions based on teacher needs.

Person Responsible

Lena Solano (lena.solano@ocps.net)

Professional development sessions with teachers on new B.E.S.T stands with a focus on best practices for engaging, processing, and monitoring. As a result, teacher will be able to provide standards aligned instruction using the new B.E.S.T standards.

Person Responsible

Lena Solano (lena.solano@ocps.net)

(Aug - May): Facilitate weekly collaborative planning meetings to provide teachers with an opportunity to collaborate and brainstorm challenges, needs, and best practices. As a result, teachers will develop lesson plans that align to the B.E.S.T standards and support students' needs.

Person Responsible Laquel Glenn (laquel.glenn@ocps.net)

#3. Positive Culture and Environment specifically relating to Parent Involvement and Engagement**Area of Focus
Description and****Rationale:**

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

In review of the climate survey results there is a critical need for an increase in parental involvement and increased connections with families and the community.

Measurable Outcome:

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

By implementing successful parental involvement opportunities such as parent labs, curriculum events, PTO and SAC our overall parental involvement and engagement will increase by 25%. With parent involvement and engagement at events focusing on instruction and curriculum we will see an increase in student achievement on progress monitoring assessment by average of 7%.

Monitoring:

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

This area of focus will be monitored through logs and communication. The Parent Engagement Liaison will record and analyze the data of parental involvement. Students data with parental involvement will be monitored to determine if efforts should be adjusted.

Person responsible for monitoring outcome:

Laquel Glenn (laquel.glenn@ocps.net)

**Evidence-based
Strategy:**

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

Evidence shows that parent engagement aides in the process of student achievement.

Rationale for Evidence-based Strategy:

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

The rationale behind selecting this area of focus is to support families and community in the academic growth of students through participation and engagement.

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.

Parents and Community stakeholders will be provided with adequate notice of upcoming meetings and events. Logs and sign-in sheets will be collected to document the participants of academically focused events.

Person Responsible

Laquel Glenn (laquel.glenn@ocps.net)

The PEL will host various learning labs for parents to provide strategies and supports that can be used to support student learning.

Person Responsible

Laquel Glenn (laquel.glenn@ocps.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

After identifying our subgroups we have developed a plan to teach students based on their current phonics breakdown levels after the initial core phonics survey. The IES practice guide from What Works Clearinghouse meets the ESSA strong level of evidence requirements. Teachers will follow and implement all 4 recommendations provided with intense focus on Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, as well as Recommendation 3: Teach student to decode words, analyze word parts, and write and recognize words.

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

After identifying our subgroups we have developed a plan to teach students based on their current phonics breakdown levels after the initial core phonics survey. The IES practice guide from What Works Clearinghouse meets the ESSA strong level of evidence requirements. Teachers will follow and implement all 4 recommendations provided with intense focus on Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters, as well as Recommendation 3: Teach student to decode words, analyze word parts, and write and recognize words.

For Grades 4 and 5 teachers will include Recommendation 1: Builds students decoding skills so they can read complex multisyllabic words.

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)

According to the 21-22 EOY iReady Data:

Kindergarten: 78% of students were on or above grade level. 22% of students were below grade level.

1st Grade: 47% of students were on or above grade level, 54% of students were below grade level

2nd Grade: 45% of students were on or above grade level, 55% of students were below grade level

The goal for all primary grades for the 22-23 school year is to see an overall increase proficiency by 5 percentage points in each grade level in turn decreasing the percentage of students below grade level.

Grades 3-5: Measureable Outcome(s)

According to the 21-22 Data

3rd Grade: 31% of students scored at a Level 1; 46% of students scored at a Level 3 and above, and 17% of students Level 4 and above. The goal for the 22-23 School year for 3rd grade is to decrease the number of student below proficiency by 5 percentage points. While increasing proficiency of our Levels 3 and above by 5 percentage points to 51% and increasing our Level 4 and above by 3 percentage points to 20%.

4th Grade: 43% of students scored at a Level 1; 35% of students scored at a Level 3 and above, and 18% of students scored at a Level 4 and above. Based on this data the goal for current 4th grade is to decrease the number of students scoring at a Level 1 by 5 percentage points, while increasing proficiency for those who score a Level 3 and above by 5 percentage points to 40%. There is a goal to increase proficiency of students who score at a level 4 and above by 3 percentage points to 21%.

5th Grade: 30% of students scored at a Level 1; 39% of students scored at a Level 3 and above, and 9% scored at a Level 4 and above. Based on this data the goal for current 5th grade is to decrease the number of students scoring at a Level 1 by 5 percentage points, while increasing proficiency by 5 percentage points to 44% for students scoring a Level 3 and above, and increasing the proficiency of students scoring a Level 4 and above by 3 percentage points by 12%.

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.

Weekly classroom walkthroughs during the ELA/Reading block.

Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments and district-created standard based unit assessments to monitor response to intervention. Students will completely assessment during the intervention block.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Guarino, Joseph, joseph.guarino@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 following evidence-based practices and programs are being implemented to achieve measurable outcomes in each grade level are:

Heggerty - Recommendation 2: To develop awareness of the segments of sounds in speech and how they link to the letters.

SIPPS - Recommendation 3: Teach students to decode words, analyze word parts, write, and recognize words as well as Recommendation 1: To build students decoding skills so they can read complex multisyllabic words.

iReady Magnetic Reading: Recommendation 1: To build students decoding skills so they can read complex multisyllabic words. Recommendation 2: To develop awareness of the segments of sounds in speech and how they link to the letters. Recommendation 3: Teach students to decode words, analyze word parts, write, and recognize words.

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?

These resources meet the guidelines based upon the recommendations from What Works Clearinghouse. These resources have been vetted by the District. Based on data, these suggestion will increase student growth and are research based.

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
Literacy Leadership: Monthly Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Krumdick, Justin, 58691@ocps.net
Assessment: Use and analysis of: -FAST -iReady diagnostic -Heggerty Assessments -District created Standards Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades K-2) Use of data to determine interventions and support needs of students	Krumdick, Justin, 58691@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.

In order to maintain a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for school stakeholders, based on school and community needs. School leadership teams collaborate with stakeholders, through processes such as the School Advisory Council, to reflect on implementation and

determine next steps. Development of positive culture and environment is further enhanced through district programs such as the Parent Academy. The Parent Engagement Liaisons will continue to bridge the community and school culture.

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

Administration - Edmi Figueroa Solis - Principal; Laquel Glenn- AP

Guidance Counselor- Rosita Castanera Garcia

PEL - - Mayra DeJesus - creates and manages engaging opportunities for students and families through outreach

Partners in Education - Faye Roman

SAC & PTO - staff, family, and community members are provided an opportunity to share in the development of engaging opportunities for students and families