Silver Pines Academy K 12 Learning Center

2022-23 Ungraded Schoolwide Improvement Plan

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Silver Pines Academy K 12 Learning Center

1906 MATTERHORN ROAD, Orlando, FL 32818

https://gateway.ocps.net/

Demographics

Principal: Agustin Damers

Start Date for this Principal: 8/29/2022

2021-22 Status (per MSID File)	Active
School Function (per accountability file)	ESE
School Type and Grades Served (per MSID File)	Combination School PK-12
Primary Service Type (per MSID File)	Special 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* Black/African American Students* Economically Disadvantaged Students*
School Improvement Rating History	2021-22: I 2020-21: No Rating 2018-19: Maintaining 2017-18: Unsatisfactory 2016-17: Maintaining
DJJ Accountability Rating	2023-24: No Rating

School Board Approval

This plan was approved by the Orange County School Board on 1/24/2023.

SIP Authority

A Schoolwide Improvement Plan (SIP) is a requirement for Comprehensive Support and Improvement (CSI) ungraded schools pursuant to 1001.42 F.S. and the Every Student Succeeds Act (ESSA) and for DJJ schools

receiving a rating of Unsatisfactory pursuant to Sections 1003.51 and 1003.52, F.S. and Rule 6A-1.099813, F.A.C.

CSI schools can be designated as such in 2 ways:

1. Have a graduation of 67% or lower; or
2. Have an overall Federal Index below 41%.

DJJ Unsatisfactory Ratings are based on percentages by program type:

- Prevention and Intervention: 0%-50%
- Nonsecure Programs: 0%-59%
- Secure Programs: 0%-53%

SIP Plans for Ungraded CSI schools and DJJ schools receiving an Unsatisfactory rating must be approved by the district and reviewed by the state.

Purpose and Outline of the SIP

The School Improvement Plan (SIP) provides schools and Local Educational Agencies (LEAs) the opportunity to identify the academic and priority goals along with strategies for each school. School leadership teams may refine their SIP annually to define their school's academic and priority goals to increase student achievement.

Schools and LEAs are strongly encouraged to collaborate in the development and implementation of this plan.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To ensure every student has a promising and successful future

Provide the school's vision statement.

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

Briefly discuss the population unique to your school and the specific supports provided to meet the mission and vision.

Silver Pines Academy is a Separate Day (ESE) School. One hundred percent of the students here are Exceptional Student Education (ESE), and they all have Behavior Intervention Plans (BIPs). Weekly Student Support Services meetings are held as focused group discussions (using Threat Assessment, Baker Act, Bullying/Harassment, Discipline, and Restorative Justice data) to determine strategies, resources, counseling, and shared ideas geared toward student's social-emotional learning (SEL) improvement and expectations for increased positive behavior. Our students receive 40 minutes per week of IEP Counseling to address any Social and Emotional Learning deficits. Counseling is provided by the Licensed Mental Health Counselor, Social Worker, and Guidance Counselor. On-site Behavior Specialists provide social-emotional and behavioral support to all students before major problems arise.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Damers, Agustin	Principal	Job Goal: To lead and manage the total school operation to include its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. Leadership and Management of Curriculum and Instruction, Behavior Modification • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-throughs on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, FaculJob Goal: To lead and manage the total school operation to include its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. Leadership and Management of Curriculum and Instruction, Behavior Modification • Provide instructional leadership (supervise curriculum and instruction). • Conduct classroom walk-throughs on a regular basis. • Lead and develop instructional staff. • Lead in the development of the master schedule. • Oversee the development of the School Improvement Plan School Safety Plan, and Faculty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate, and enforce district and state directives, policies, and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee the development, implementation, and supervision of a school-wide behavior modification program. • Lead implementation and revisions of the school-wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office Staff. • Attend mandatory district meetings. • Collect, analyze, interpret and share data relating to student academic and

Name	Position Title	Job Duties and Responsibilities
		behavioral performance and staff development needs for continuous improvement. Management of School Operations • Manage all operations and functions consistent with district policies and procedures. • Interview and hire all qualified staff. • Provide resources (personnel, materials, equipment, space and etc.) to support the program of studies and the program of activities. • Assign all staff duties and responsibilities. • Approve extended leave requests. • Design and implement campus supervision plan. • Develop, implement and manage a property control system. • Manage school budget and supervise the spending of school funds. • Supervise front office personnel and operations. • Oversee attendance and registration. • Supervise intercom usage (Coordinate, facilitate and supervise school-wide announcements). • Supervise SRO and uniformed security officers and safety procedures. • Supervise the lunch program. • Approve all field trips and school assemblies/activities. • Visit all areas of the school including classrooms regularly. • Assist with morning and afternoon announcements. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.) ty Handbook. • Serve as the chief spokesperson for the school. • Respond to parent, community, and district issues and concerns. • Approve classroom changes. • Interpret, communicate, and enforce district and state directives, policies, and procedures. • Lead the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Approve all staff development. • Oversee the development, implementation, and supervision of a school-wide behavior modification program. • Lead implementation and revisions of the school-wide behavior management plan (portfolio) as needed. • Oversee the development and implementation of school-wide incentive and recognition programs. • Serve as liaison for SAC. • Initiate activities to promote parental involvement. • Facilitate weekly administrative team meetings. • Facilitate monthly faculty meetings. • Facilitate periodic classified staff meetings. • Complete assessment of the following: Assistant Principal, Deans, Behavior Specialists, Mental Health Counselor, Staffing Specialists, Media Specialist, Reading Coach, Social Worker, SAFE Coordinator, CRT, select Classroom Teachers, Tech Coordinator, School Nurse, and Main Office

Name	Position Title	Job Duties and Responsibilities
		Staff. • Attend mandatory district meetings. • Collect, analyze, interpret and share data relating to student academic and behavioral performance and staff development needs for continuous improvement. Management of School Operations • Manage all operations and functions consistent with district policies and procedures. • Interview and hire all qualified staff. • Provide resources (personnel, materials, equipment, space and etc.) to support the program of studies and the program of activities. • Assign all staff duties and responsibilities. • Approve extended leave requests. • Design and implement campus supervision plan. • Develop, implement and manage a property control system. • Manage school budget and supervise the spending of school funds. • Supervise front office personnel and operations. • Oversee attendance and registration. • Supervise intercom usage (Coordinate, facilitate and supervise school-wide announcements). • Supervise SRO and uniformed security officers and safety procedures. • Supervise the lunch program. • Approve all field trips and school assemblies/activities. • Visit all areas of the school including classrooms regularly. • Assist with morning and afternoon announcements. • Provide incentives for teachers to use in the classroom (i.e. positive referrals, certificates, redeemable coupons, etc.)
Brown, Denine	Assistant Principal	Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities. • Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher's lesson plans and provide feedback. • Manage absences and substitutes for assigned staff.

Name	Position Title	Job Duties and Responsibilities
		• Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report, and meeting schedules for the Staffing Specialist. • Facilitate the development of the School Improvement Plan, School Safety Plan, and Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal.
Slaughter, Evangeline	Assistant Principal	Job Goal: To assist the principal, as directed, in managing the school and its human and material resources to achieve district priorities and produce evidence of such achievement including effective teaching, productive student behavior, and all students learning. • Assist the Principal in providing instructional leadership to Curriculum and Instruction, Behavior Team, and Student Support Services Team. • Serves as a building administrator. • Provide campus supervision, monitor to ensure that the plan is implemented with fidelity, and assigned duty stations as needed. • Maintain the master schedule and keep it updated in SKYWARD. • Support the instructional team and their functions (CRT, Reading Coach, and Media Specialist). • Supervise ELL Education. • Supervise Professional Learning Communities.

Name	Position Title	Job Duties and Responsibilities
		• Complete final evaluations of select classroom teachers; resident custodian and custodian; and all program assistants. • Review all teacher's lesson plans and provide feedback. • Manage absences and substitutes for assigned staff. • Supervise the Behavior Team and Student Support Services Team. • Monitor ESE Compliance Report, Audit Report, and meeting schedules for the Staffing Specialist. • Facilitate the development of the School Improvement Plan, School Safety Plan, and Faculty and Student Handbook revisions. • Supervise the custodial staff and meet with them periodically for progress checks. • Assist the Principal and the Instructional Team (CRT and Reading Coach) in conducting classroom walk-throughs and providing the teachers with feedback. • Work with the Instructional Team Leaders to develop a coaching cycle. • Oversee Title I. • Oversee student transition services and coordinate this service through the Transition Coordinator. • Collect, analyze, interpret and disseminate data relating to student academic performance and staff development needs. • Oversee the handling of all Safety Reports (i.e. fire department inspection, evacuation drills, etc.). • Supervise the placement of incoming students and oversee classroom changes. • Complete and maintain all aspects of the FTE process. • Complete reports and surveys as required. • Handle emergency evacuations and other emergencies. • Facilitate an end-of-school-year checklist for teachers. • Keep the Principal informed of all problems, potential problems, needs, changes, etc. • Monitor and assist with SKYWARD. • Review, correct, and print all student report cards. • Monitor the Course Recovery Program for Middle School. • Assist with morning and afternoon announcements and bus duty. • Submit monthly administrative logs. • Perform other duties as assigned by the principal.
Owens, Matthew	Curriculum Resource Teacher	Job Goal: To assist the Principal with providing information on student academic performance, prior history of academic data, and materials needed to support the student's academic growth, and facilitates and coordinate professional development to meet all students' needs.
Fields , Phillip	Behavior Specialist	Job Goal: Attend educational planning meetings as requested and provide consultation. Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Review student cumulative records, IEPs, FBAs, and other available

Name	Position Title	Job Duties and Responsibilities
		records including documentation provided by the classroom teachers to assist with the development of BIPs. • Monitor student behavior through classroom observations, and documents, and develop plans for repetitive behavior exhibited by students • Develop FBA based on student records and classroom observations. • Collaborate with the Student Support Team and when applicable with the district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. • Define and publish the meaning of each positive behavior support program and incentives. • Provide positive interventions for all students. • Implement school-wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support to the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade-level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.

Name	Position Title	Job Duties and Responsibilities
Williams , Shavonne	Behavior Specialist	Job Goal: Attend educational planning meetings as requested and provide consultation. Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Review student cumulative records, IEPs, FBAs, and other available records including documentation provided by the classroom teachers to assist with the development of BIPs. • Monitor student behavior through classroom observations, and documents, and develop plans for repetitive behavior exhibited by students • Develop FBA based on student records and classroom observations. • Collaborate with the Student Support Team and when applicable with the district Certified Behavior Analyst (CBA) to analyze data on behavioral observations and recommend appropriate interventions for classroom teachers. • Attend educational planning meetings as requested and provide consultation. • Work in conjunction with Student Support Team to develop behavior action plans and BIPs. • Train and model strategies for classroom teachers and program assistants and work with students individually and in small groups to reinforce skills based upon instructional guidelines. • Define and publish the meaning of each positive behavior support program and incentives. • Provide positive interventions for all students. • Implement school-wide positive behavior support programs and incentives (see list in behavior modification plan). • Work with program assistants to assist teachers in the supervision of learning activities, circulating around the room to provide assistance and learning support to the student. • Oversee and support the writing and implementation of all student BIPs. • Attend annual review, response team, and any other meetings as needed. • Participate in behavior conferences about student behavior. • Participate in grade-level PLC. • Ensure the ABI forms are being utilized by all classroom teachers and are maintained in student portfolios kept by the Behavior Specialists. • Submit Monthly Administrative Logs and quarterly binders. • Work collaboratively with support services to develop and implement a proactive plan for serving the behavior modification needs of all students. • Responsible for State Restraint Reporting. • Collection of data tracking from Program Assistants. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS.

Name	Position Title	Job Duties and Responsibilities
		• Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Brown , DeeNene	Dean	Ms. Brown currently serves as the High School Administrative Dean. Her job duties and responsibilities include the following: • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce the OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one-on-one positive interaction with students to assist with academic and social concerns at time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.

Name	Position Title	Job Duties and Responsibilities
Torres , Edwin	Dean	Mr. Torres currently serves as the Middle School Dean. His job duties and responsibilities include the following: • Process all level 3 and 4 referrals and all in-school suspension assignments. • Conduct School Orientation for all newly enrolled students • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Attend weekly leadership team meetings to provide discipline and behavior updates/data and then disseminate information/adjustments back to behavior staff. • Analyze data on behavioral observations. • Supervise de-escalation of students. • Supervise restraints and assist when needed. • Enforce the OCPS Student Code of Conduct and oversee that it is reviewed in all classrooms each quarter. • Actively supervise school campus. • Monitor buses AM & PM. • Monitor discipline records. • Weekly check EDW discipline errors and make any necessary corrections. • Participate in scheduled discipline meetings. • Collaborate with the administration on all level 4 offenses. • Conduct one on one positive interaction with students to assist with academic and social concerns as time permits. • Conduct conflict resolution as needed/culturally responsive. • Schedule discipline-related parent conferences as needed. • Work collaboratively with the classroom teachers on behavioral interventions. • Participate in weekly Professional Learning Communities with an assigned collaborative team. • Monitor and assist behavior team supervision in the cafeteria during breakfast and lunch. • Respond to calls from Program Assistants and as needed (i.e. fights (code 100), staff in danger (code 300), Medical emergencies, escalating student behavior. • Supervise bus arrival and departure and evacuation drills. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Gillies, Marlene	Instructional Coach	Job Goal: To provide information regarding instruction in the core classes, and collaborates with teachers regarding best practices in curriculum, instruction, and assessment. Facilitates Professional

Name	Position Title	Job Duties and Responsibilities
		Learning Community meetings to ensure instructional decisions are data-based and student outcomes are clearly defined • Monitor lesson plans and ensure that the state and district content standards are the foundation of instruction on all lesson plans and within the classrooms. • Monitor and assist teachers with the development of daily, weekly, and unit lesson plans and provide actionable feedback on lesson plans. • Monitor and assist teachers with assessing problem areas in curriculum and instruction and with finding and implementing appropriate solutions. • Monitor instructional practices through actual classroom visitations and weekly create monitoring logs. • Maintain a weekly coaching cycle log. • Work with teachers to assist them with their Common Board Configurations, and monitor and assist with deconstructing the standards. • Work with classroom teachers to develop specific strategies for implementing district and school-based approved technology into the instructional program, and monitor the effectiveness of this integration. • Provide on-site assistance for teachers to create different forms of learning and teaching with the help of technology, and monitor the teachers to ensure that the forms of different learning are being integrated. • Improve student learning by showing teachers the application and best practices of new technology tools, and model the utilization of these technology tools (SmartBoard) and resources. • Assist teachers with the usage of Canvas. • Assist teachers with the development, implementation, and monitoring of Deliberate Practice Plans. • Manage all instructional equipment and maintain a database of materials checked out by teachers.
Scalera, Christine	School Counselor	Mrs. Scalera serves as the Guidance Counselor and Transition Coordinator. Transition: • Serve as a mentor for all active transition students. • Work with students who have transitioned to their home schools on behavior and anger management, coping skills, and anything else that would affect their adjustment to the new environment. • Monitor transition student while at home school • Maintain visitation and consultation logs Guidance and Counseling: • Active part of the School Threat Assessment team required for SB7026

Name	Position Title	Job Duties and Responsibilities
		• Completes all school data and reports required by OCPS and SB7026 • To conduct individual and small group counseling for academic and SEL • To disaggregate, and analyze state and district assessment • Provide CTE options • Support Transition services • Monitor grade/transcript accuracy • Meet quarterly with students and parents for monitoring grades • Provide assistance with course identification for master schedule • To know, implement and participate in individual/family/school crisis intervention • To conduct professional development for school staff as needed in regards to school counseling. • To provide academic support, including organizational, study, and test-taking skills. • To participate and provide consultation for student placement (this includes grade level and scheduling placement). • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Conduct individual and group counseling sessions • To teach students goal setting and decision-making skills. • To provide students with career awareness, exploration, and planning. • To help students understand themselves and others. • To assist students in peer relationships, coping strategies, and the use of effective social skills. • To give students appropriate communication skills, problem-solving techniques, and conflict resolution strategies. • To provide bullying awareness, substance abuse, and character education. • To help students with their own individual student planning. • To collaborate with the following stakeholders about these specific topics: For Parents: Parent Education Communication/Networking Academic Planning College/Career Awareness Programs One-on-one Parent Conferencing Interpretation of Assessment Results For Teachers: Classroom Guidance Activities (including bullying awareness, abuse, self-control, and growth mindsets) Academic Support At-Risk Student Identification and Early Warning Indicators Plus Interventions to Provide Student Success For Administrators: School Climate Behavioral Management Plans

Name	Position Title	Job Duties and Responsibilities
Major-Barnes , Jurene	Reading Coach	Mrs. Major Barnes currently serves as the Secondary Reading Coach and oversees the Reading and high school English Department (iReady Reading, Reading Plus, Writing Plan). • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation). • Responsible for providing professional development in the assessment of literary strategies and scientifically research-based intervention through workshops, and coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with the principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/training offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/training as deemed appropriate with administration, teachers, testing coordinators, and CRTs. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans. • Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Brancato, Marie	Reading Coach	Ms. Brancato currently serves as the Elementary Reading Coach and oversees the Reading (iReady Reading, Reading Plus, Writing Plan). • Work closely with the District Literacy Team to assess teacher needs (based on assessment data and classroom observation).

Name	Position Title	Job Duties and Responsibilities
		• Responsible for providing professional development in the assessment of literary strategies and scientifically research-based intervention through workshops, and coaching. • Model lessons and provide instructional feedback to improve the fidelity of the core reading program. • Provide training and coordination in the administration of literacy assessments. • Work with teachers to track student reading data, identify needs, and plan appropriate instruction and interventions. • Consult with the principal on the overall elements and operations of a successful reading program. • Monitor and chart teacher growth in student reading performance. • Attend all informational meetings/training offered through the Department of Instructional and Curriculum Services as it relates to reading. • Share information from meetings/training as deemed appropriate with administration, teachers, testing coordinators, and CRTs. • Coordinator and Liaison for tutors. • Maintain Data Chat Logs. • Provide actionable feedback to Lesson Plans. • Develop School Literacy Plans: Writing and Reading Plans. • Submit Monthly Administrative Logs and quarterly binders. • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Provide MTSS data for all district, team meetings, and parent conferences. This includes maintaining a team meeting notebook (agenda, attendance, and minutes). • Coordinate the school Spelling Bee. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in the faculty handbook and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis.
Nowling, Angela	Staffing Specialist	Job Goal: To participate in student data collection, and integrates core instruction, materials, and activities into Tier II and III instruction, classroom interventions, and student goal achievement. • Ensures state compliance with student Individual Education Plans and coordinated services. • Responsible for coordinating the staffing and educational planning process at the local school. • Serve as the designee in ESE meetings.
Beller, James	Other	Mr. Beller currently serves as a Licensed Mental Health Counselor and oversees the Mental Health and Social Work Department (Baker Act Re-entry, Threat Assessments, SW Interns)

Name	Position Title	Job Duties and Responsibilities
		• Partners in Education Coordinators. • Provide IEP Based Counseling o Provide counseling services as required by individual student IEPs. o Maintain documentation of counseling services. o Coordinated IEP based counseling services with other staff as needed. • Crisis Counseling o Crisis Counseling will be provided as needed for students who may be experiencing an emotional crisis. • Risk Assessment o Risk Assessments will be provided on an as needed basis. o Counselors will coordinate with the School Resource Officer and SAFE Coordinator as needed for students that may need to be Baker Acted. • In-school based counseling referrals o In-school based counseling referrals will be generated by the school Behavior Specialist as need and forward to the School SAFE coordinator for review. o The School SAFE coordinator will speak with the student and If needed will forward the referral to the counseling office. o The students will be provided short term counseling. o If the situation requires additional counseling services the student will be forward to the SAFE coordinator for referral to a Sednet provider. • Mental Health Training o Mental Health Trainings for School Staff will be provided on Wednesdays or as requested and when time permits. o Coordinate and train UCF Interns. • Collaboration with multidisciplinary team o School Mental Health Counselors will participate in weekly PLC groups. • District Meetings o Attend district meetings when able. • Submit Monthly Administrative Logs and quarterly binders. • Perform additional duties as assigned. • Remain current with technology, as job appropriate, being used by OCPS. • Review and follow procedures outlined in faculty handbook, and all policy and procedure manuals that are mandated by OCPS and state on a consistent basis. • Provide MTSS data for all district, team meetings, and parent conference. This includes maintaining a team meeting notebook (agenda, attendance, and minutes).

Is education provided through contract for educational services?

No

If yes, name of the contracted education provider.

n/a

Demographic Information

Principal start date
Monday 8/29/2022, Agustin Damers

Total number of students enrolled at the school.
86

Total number of teacher positions allocated to the school.
33

Number of teachers with professional teaching certificates?
33

Number of teachers with temporary teaching certificates?
4

Number of teachers with ESE certification?
16

Identify the number of instructional staff who left the school during the 2021-22 school year.
4

Identify the number of instructional staff who joined the school during the 2022-23 school year.
12

Demographic Data

Early Warning Systems

2022-23

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	1	6	4	4	10	7	9	8	6	3	7	65
Attendance below 90 percent	0	0	0	3	2	3	5	7	9	5	2	3	6	45
One or more suspensions	0	0	0	6	2	2	5	5	7	6	2	1	1	37
Course failure in ELA	0	0	0	1	1	0	3	2	1	1	0	1	3	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	3	2	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	2	1	3	4	4	2	0	16
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	1	0	2	1	4	4	5	3	1	22
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	0	0	3	2	2	6	5	9	6	4	3	4	44

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	

Date this data was collected or last updated

Monday 8/15/2022

2021-22 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	1	2	3	6	3	6	22	6	5	4	14	4	76
Attendance below 90 percent	0	1	0	2	5	3	3	17	5	4	3	11	2	56
One or more suspensions	0	0	0	1	4	0	0	9	1	1	2	4	2	24
Course failure in ELA	0	0	0	0	0	0	1	14	4	3	0	6	2	30
Course failure in Math	0	0	0	0	0	0	0	17	4	1	0	3	2	27
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	1	3	12	2	2	3	3	3	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	1	3	14	3	0	2	2	0	25
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	0	0	1	3	1	4	21	5	3	4	8	2	52

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	11	2	2	2	2	0	19

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		57%	55%					62%	61%
ELA Learning Gains								60%	59%
ELA Lowest 25th Percentile								55%	54%
Math Achievement		41%	42%					61%	62%
Math Learning Gains								60%	59%
Math Lowest 25th Percentile								54%	52%
Science Achievement		57%	54%					56%	56%
Social Studies Achievement		63%	59%					74%	78%

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	52%	-52%	54%	-54%
Cohort Comparison		0%				
07	2022					
	2019	8%	48%	-40%	52%	-44%
Cohort Comparison		0%				
08	2022					
	2019	0%	54%	-54%	56%	-56%
Cohort Comparison		-8%				

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					
Cohort Comparison		0%				
04	2022					
	2019					
Cohort Comparison		0%				
05	2022					
	2019					
Cohort Comparison		0%				
06	2022					
	2019	0%	43%	-43%	55%	-55%
Cohort Comparison		0%				
07	2022					
	2019	0%	49%	-49%	54%	-54%
Cohort Comparison		0%				
08	2022					
	2019	0%	36%	-36%	46%	-46%
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019					
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		0%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	0%	49%	-49%	48%	-48%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	67%	-67%	67%	-67%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	18%	66%	-48%	71%	-53%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	69%	-69%	70%	-70%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	63%	-63%	61%	-61%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

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	25		9	9						
BLK	8			14							
FRL	7			13							

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		27			30						
BLK											
FRL											

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	7	27		6	43			30			
BLK	6	25									
FRL	4	33			36						

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	7
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	44
Total Components for the Federal Index	6
Percent Tested	80%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	10
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	11
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	3

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
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	10
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	3

Part III: Planning for Improvement

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

Reflect on the Areas of Focus from the previous school year. What progress monitoring was in place related to the Areas of Focus?

Data Analysis Assessments
1. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC-created assessments, iReady, and Reading Plus).
2. Utilization of district-created CRMs, Mini-Academies, PMA, and PLC-created assessments to monitor student learning.
3. Quarterly data chats with teachers (API with teachers), and students (teachers with students)

regarding performance and progress required for success.
4. PLC data chats after Instructional Rounds.
5. Teachers will collaborate and review specific student data for MTSS support.

PLC (Academic)
1. Ongoing review of ELA, Math, and EOC test design summary and blueprint to identify standards and percentages tested within each reporting category.
2. Combined ELA and Reading PLC for standards review and identified targets for lesson planning.

1. Weekly classroom observations for best practice conducted by API, Instructional Coaches (CRT, Reading, and MTSS).
2. Provide data points for teachers.
3. Provide PD for teachers on how to retrieve and utilize data.
4. API, MTSS Coach, and teachers will review and analyze data from multiple sources (FSA-for baseline data), CRMs, PMAs, PLC-created assessments, iReady, Reading Plus, Khan Academy).
5. Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
6. Individualized Lesson Plans outlining support for differentiated instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the greatest improvements. The learning gains can be attributed to the Instructional Expectations listed below:

● PLC (Academic)
○ Ongoing review of Math, and EOC test design summary and blueprint to identify standards and percentages tested within each reporting category.
○ Focused group discussions (using authentic student work and data) to determine strategies and shared ideas geared towards student academic improvement and expectations for performance.

● Common Planning Time
○ Grade level planning using district and state-provided resources to plan rigorous standards-based lessons.
○ Scaffolding and differentiating activities planned for implementation.

● Instructional Expectations
○ Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
○ Individualized Lesson Plans to outline support for differentiated instruction.
○ Whole Group Instruction strategy taught with fidelity using standards-based grade-level materials.
○ Rotation Models within Math and Science classes (Teacher-led groups, technology, and independent).
○ Rotation Groups: Push-in/pull-outs supported by MTSS Coach, ESE Facilitator, teachers, and tutors.

What area is in the greatest need of improvement? What specific component of this area is most problematic? What is your basis (data, progress monitoring) for this conclusion?

With 2-year comparative data scores from students who took the FSA, ELA learning gains showed the lowest performance. Attendance and behaviors were contributing factors. Scaffolding and differentiation of instruction are needed to close the achievement gaps.

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

During the 2021-2022 school year, we created a middle school Triage Plan for grade levels (6-8). When looking at the data, it is vital that we look at comparative data (two years' worth of trend data). The 2021 FSA data illustrated that there were some gains with middle school ELA and Math. This was attributed to the triage plan that was put in place and the creation of the critical thinking course that was created in order to teach foundation skills.

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

Strategies to be implemented in order to accelerate learning include an ongoing review of ELA, Math, and EOC test design summary and blueprint to identify standards and percentage tested within each reporting category; combined ELA and Reading PLC for standards review and identified targets for lesson planning; grade-level planning using district and state-provided resources to plan rigorous standards-based lessons; and scaffolding and differentiating activities planned for implementation.

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

The professional development opportunities that will be provided at the school to support teachers and leaders are listed below.
● PLC (Academic)
○ Ongoing review of Math, and EOC test design summary and blueprint to identify standards and percentages tested within each reporting category.
○ Focused group discussions (using authentic student work and data) to determine strategies and shared ideas geared towards student academic improvement and expectations for performance.

● Common Planning Time
○ Grade level planning using district and state-provided resources to plan rigorous standards-based lessons.
○ Scaffolding and differentiating activities planned for implementation.

● Instructional Expectations
○ Instructional Focus Calendar-FCIM incorporated into the Instructional Focus Calendar (mastery days, corrections, retakes, amnesty).
○ Individualized Lesson Plans outlining support for differentiated instruction.
○ Whole Group Instruction strategy taught with fidelity using standards-based grade-level materials.
○ Rotation Models within Math and Science classes (Teacher-led groups, technology, and independent).
○ Rotation Groups: Push-in/pull-outs supported by MTSS Coach, ESE Facilitator, teachers, and tutors.

Areas of Focus:

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There were three student subgroups below 41% proficiency. Those subgroups are Black/African American 11%), economically disadvantaged (10%), and students with disabilities (10%). Students in these subgroups often struggle with learning and achieving in school. With life skill learning in place, these identified students will continue to fall further behind. Many of these students are also experiencing some form of adverse childhood experiences (ACE) and this coupled with their lack of Life Skills and coping strategies puts them at a further disadvantage. Life Skills learning teaches young students how to cope with everyday disappointments as well as the deep cuts of trauma.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The current Cognia data states that 50% of students were able to manage their emotions, thoughts, and behaviors in different situations. During the 2022 school year, we would like to see at least a 20% increase resulting in 70% of our students being able to manage their emotions, thoughts, and behaviors in different situations.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will be using frequent progress monitoring of our students' attendance, discipline, and academic data to address this focus area. In addition, we will be using ongoing professional development to build our faculty's expertise in social-emotional learning as well as incorporating Life Skills strategies weekly in specific classes to make certain that all of our students receive appropriate support.
Person responsible for monitoring outcome:	Evangeline Slaughter (evangeline.slaughter@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy that is being implemented for this area of focus is the Collaborative for Academic, Social, and Emotional Learning (CASEL).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The rationale for selecting this strategy is because of the dynamics of the students at Silver Pines Academy. The school is 100% ESE and every student on campus has a Behavior Intervention Plan. Every student on campus suffers from some form of ACE/Trauma coupled with some form of behavior and/or mental health disability.

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.

Professional development will be provided to teachers and staff throughout the year on Life Skills learning.

Person Responsible	James Beller (james.beller@ocps.net)

Every middle school student on campus will continue to take semester-long Life Skills courses. For elementary students, the Social Worker and Guidance Counselor will push into the social studies classes and deliver the curriculum. For high school, the curriculum will be infused throughout the courses.

Person Responsible	Evangeline Slaughter (evangeline.slaughter@ocps.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from common assessments and grade reports. In addition, administrators and resource personnel will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our area of focus is to increase student achievement in our focus ESSA subgroups. This focus area addresses the division priority of narrowing the achievement gap. There were three student subgroups below 41% proficiency. Those subgroups are Black/African American (11% down from 16%), economically disadvantaged (10% down from 18%), and students with disabilities (10% down from 23%). Students in these subgroups often struggle with learning and achieving in school. Additionally, the percentage of Minority Students is 91.9% and 100% of our students are Economically Disadvantaged and Students with Disabilities.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Looking at the learning gains from the 2021-2022 school year, Math learning gains showed the lowest performance at 7%. A major contributing factor that year that led to the low performance was only 83% of our students tested. The number of students not tested was one of the main contributing factors to our decline in all available percentage points possible. Nonetheless, during the 2022-2023 school year, Silver Pines Academy will institute immediate corrective and incentive procedures to ensure that the percentage of students tested will be above 93% as well as increase our math learning gains score to at least 26%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our plan will include providing alternate means and supplemental programs to bolster the curriculum. These will include using our interventionists to provide academic support and using our Student Support Staff to address any behavioral needs. We will look to increase parental support by having continuous communication to ensure students are consistently present on campus. We will utilize MTSS Tier intervention support based on student data. Additionally, we will enhance teacher capacity by providing frequent Professional Development opportunities.
Person responsible for monitoring outcome:	Agustin Damers (agustin.damers@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be using the Multi-Tiered Support System (MTSS) and through interventions to include push-in and pull-out support in targeted classrooms.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The Multi-Tiered Support System allows us to provide differentiated instruction for targeted students in their classrooms. The other identified interventions will also provide support to help the targeted students in all of their classes.

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.

Conduct weekly classroom observations for instructional best practices. Teachers will be given actionable feedback to help them build capacity to strengthen instructional skills.

Person Responsible	Marlene Gillies (marlene.gillies@ocps.net)

Provide PD for teachers on how to retrieve and utilize data. Teachers will be trained on how to use assessment data to drive differentiated student instruction.

Person Responsible	Matthew Owens (matthew.owens@ocps.net)

Provide data points for teachers by reviewing and analyzing data from multiple sources (FSA-for baseline data), CRMs, PMs, PLC-created assessments, iReady, Reading Plus, Khan Academy, and the testing requirements to include FAST and STAR). The instructional coach and CRT will provide teachers with these various sources to teachers to help them develop differentiated instruction for students.

Person Responsible	Marlene Gillies (marlene.gillies@ocps.net)

Monitoring ESSA Impact: If this Area of Focus is not related to one or more ESSA subgroups, please describe the process for progress monitoring the impact of the Area of Focus as it relates to all ESSA subgroups not meeting the 41% threshold according to the Federal Index.	Administrators and resource personnel will regularly review student performance data to look for evidence of an increase in student achievement using data from common assessments and grade reports. In addition, administrators and resource personnel will regularly meet to discuss the targeted students to determine any adjustments needed in our support program.

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

Based on the i-Ready EOY results, 33% of students in grades K-2 are at proficiency level. 67% of the students struggle with phonological awareness, phonics, and identifying high-frequency words which serve as a basic building block for reading. Proper implementation and monitoring of the MTSS process will change the way students are supported in building their foundational skills. A range of interventions based on demonstrated levels of need will be implemented using MTSS. In order to effectively progress monitor and collect and analyze data, the instructional and support staff will receive additional

professional development focusing on these elements of the Multi-Tiered System of Supports (MTSS) process.

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

Based on the results from the 2021-2022 Florida Standards Assessment (FSA), there is a need for instruction to be more rigorous by building the instructional capacity of classroom teachers. In ELA less than 31% of students in ELA were proficient in the FSA. Due to the large numbers of students struggling with foundational skills in reading, core instructional practices must be implemented. The leadership team will develop a walkthrough schedule to observe all teachers with an emphasis on teachers receiving Tier II and Tier III support. The school-based leadership team will monitor teachers' instructional practices during class walkthroughs. The teams will calibrate and quantify their observational findings. The actionable feedback will be shared during the weekly PLCs and during school-based meetings. Special emphasis will be placed on closing the achievement gap for students with exceptionalities. Equally important, consistent, streamlined, and explicit written and verbal feedback from the administration on instructional practices will be culturally embedded to enhance pedagogical practices. Student common assessments and i-Ready data will also be used to monitor the effectiveness of instruction.

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)

Teachers will engage in data analysis using the i-Ready BOY diagnostic and SIPPS assessment results in addition to Unit Assessments which will help to determine how much growth is needed for each student in subsequent administrations. The MTSS framework will be tightened to ensure accountability for tracking, analyzing, and responding to intervention data. The SIPPS lessons will support the foundational knowledge and area of need for students in K-2. Teachers will also establish growth goals within i-Ready. Weekly PLC meetings will be held to discuss student progress within the tiers.

Grades 3-5: Measureable Outcome(s)

Student data will be used to monitor proficiency and learning gains. The B.E.S.T. standards will drive the instructional ELA block. Comprehension Unit Assessments and i-Ready diagnostic data will be used to set goals and measure the attainment of goals for proficiency and learning gains in reading. Grade level/ school end-of-year diagnostic results will show a 20% growth in proficiency when compared to the beginning of the year data in reading. To monitor growth in learning gains and proficiency, the leadership team and grade-level teams will set learning gain and proficiency goals for all students and engage in data chats to create action plans for the next steps.

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 Instructional team made up of the curriculum resource teacher/social studies coach, the elementary reading coach, the secondary reading coach, and the math/science/STEM coach along with the Silver Pines Academy administration team will monitor the progress of all the students in our school. We will consult with each other weekly and monitor and consult with the classroom teachers and staff each week through walk-throughs and PLC meetings. MTSS will be the center of our focus with ongoing evaluation of data obtained from unit assessments, i-Ready daily lessons and diagnostics, SIPPS reports, progress monitoring practice in the style of the FAST assessments, and data results from the FAST assessments given.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Slaughter, Evangeline, evangeline.slaughter@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. §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?

We will use I-Ready, SIPPS, and the Wonders ELA program which align with the B.E.S.T. standards. In areas where those programs might not completely align with the benchmarks, the district-created Curriculum Resource Materials will assist the teachers in reaching for the rigor and expectations of each of the benchmarks. All our materials are vetted and approved by the district staff, focusing on the state requirements.

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?

All our evidence-based materials have proven to help our students make progress in areas of weakness. From foundational skills to comprehension skills, these programs allow our students to move toward grade-level success.

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 - We will conduct weekly meetings with Elementary and Secondary reading coaches and the MTSS Coordinator. We will perform weekly check-ins with the administration to report areas of need and progress made. In addition, during PLCs, our instructional teams will analyze student data for the purpose of providing targeted and differentiated instruction to all students	Brancato, Marie, marie.brancato@ocps.net
Literacy Coaching - We will conduct individual meetings with teachers facilitated by the Reading Coach. The administration will conduct classroom observations and provide timely, actionable feedback with an intense focus on differentiating instruction for students.	Slaughter, Evangeline, evangeline.slaughter@ocps.net
Assessment - The following will be used for assessments: Unit Assessments, i-Ready Diagnostics, SIPPS Mastery Tests, and online Progress Monitoring Assessments	Slaughter, Evangeline, evangeline.slaughter@ocps.net

Positive Culture & Environment
A positive school culture and environment is critical in supporting sustainable schoolwide improvement initiatives. When schools implement a shared focus on improving school culture and environment, students are more likely to engage academically. A positive school culture and environment can also increase staff satisfaction and retention.

Select a targeted element from the menu to develop a system or process to be implemented for schoolwide improvement related to positive culture and environment.
Parent Engagement

Describe how data will be collected and analyzed to guide decision making related to the selected target.

Data will be collected through Cognia surveys, parent and student surveys, and sign-in sheets used to analyze the effectiveness of each program being implemented.

Describe how the target area, related data and resulting action steps will be communicated to stakeholders.

Silver Pines Academy works toward building positive relationships with families through ongoing teacher-parent

contacts, Open House, IEP meetings, SAC meetings, and ongoing school-wide events such as the annual Spelling Bee and student recognition ceremonies. Parents are informed of upcoming events via mail, newsletters, Skyward Family Access, and the telephone. Letters regarding testing dates and protocol are mailed to parents/guardians, in English or their native language.

Describe how implementation will be progress monitored.

Our progress will be monitored by our administrative staff with support from our Parent Laison. The parent liaison oversees parental involvement at the school. She continually updates parent contact information, maintains contact with parents, provides resources to students and families, implements parent orientations, and coordinates training/educational supports for parenting to address parenting skills, behavior management outside of the educational setting, and any other needs to support our families.

Action Steps to Implement:
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Action Step	Person Responsible for Monitoring
.	Wellon, Tamara, tamara.wellon@ocps.net