

Orange County Public Schools

Hiawassee Elementary



2022-23 Schoolwide Improvement Plan

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Hiawassee Elementary

6800 HENNEPIN BLVD, Orlando, FL 32818

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

Demographics

Principal: Sharon Jenkins

Start Date for this Principal: 6/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (45%) 2017-18: D (38%)
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.

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6800 HENNEPIN BLVD, Orlando, FL 32818

<https://hiawasseees.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	98%

School Grades History

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

School Board Approval

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <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, we 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
Jenkins, Sharon	Principal	<p>The principal's primary duties/responsibilities are to promote and maintain the highest level of academic, social and emotional achievement for all students by providing curricular and instructional leadership, maintaining overall school site operations; receiving, distributing and communicating information to enforce school, District and State policies; maintaining a safe school environment; coordinating site activities and communicating information to staff, students, parents and community members. Responsible for interviewing, hiring and supervising school employees to ensure highest performance standards.</p>
Watts, Forrester	Assistant Principal	<p>The assistant principal (AP) supports the principal in the overall administrative operations of the school. The AP assist the principal in providing instructional leadership to staff including curriculum planning, review and implementation; as well as professional development. The role also includes helping to ensure the overall safety and well-being of students, staff and school visitors; supports in school discipline and enforces school, district and state policies.</p>
Simmons, Melanie	Math Coach	<p>Instructional Coach: Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the CRMs (Curriculum Resource Materials); support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade-level teams on effective instructional practices, coordinate instructional observations rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; support the implementation of the MTSS process.</p>
Hollingsworth, Keri	Instructional Coach	<p>Supports the use of district curriculum and evidence-based intervention strategies; provide professional development for teachers; monitor grade level lesson planning and use of the instructional focus calendar and CRMs; support professional learning communities and common planning; support new teachers and assign mentors; collaborate with grade level teams on effective instructional practices, coordinate instructional rounds, model instructional lessons; provide resources for all academic areas including reading, mathematics, writing and science; provide guidance on K-12 reading plan; facilitate and support data collection; serve as grade level support; supports the implementation of the MTSS process.</p>

Name	Position Title	Job Duties and Responsibilities
Love, Towanna	Dean	<p>The Dean of Students is responsible for ensuring that the school staff establishes and maintains a positive culture of behavior and learning, supporting teachers in behavior management and student discipline. The Dean of Students works with school administration to establish a professional rapport with students, staff, and families and meets with parents as deemed necessary regarding student discipline and behavior issues. He helps to ensure the school body maintains a safe, orderly environment that encourages students to take responsibility for their behavior and is also an asset in helping to create high morale among staff and students.</p>
Young, Charonn	School Counselor	<p>Provides counseling for students; supports classroom teachers and provides support services for families; serves as family intervention support and liaison between family, school, and child services advocates; facilitates truancy meetings and documentation; McKinney Vento Program (MVP) coordinator; supports the implementation of the MTSS process; facilitates 504 meetings and coordinates and monitors child services advocates. Oversees all student mental health needs including counseling, referrals to district and outside agencies for students, and make referrals for families.</p>

Demographic Information

Principal start date

Tuesday 6/21/2022, Sharon Jenkins

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.*

1

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.*

15

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

575

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

3

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

2

Demographic Data

Early Warning Systems

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	31	78	83	91	99	80	0	0	0	0	0	0	0	462
Attendance below 90 percent	9	26	25	27	32	9	0	0	0	0	0	0	0	128
One or more suspensions	0	0	1	4	5	0	0	0	0	0	0	0	0	10
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	3	0	0	0	0	0	0	0	0	3
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	38	30	0	0	0	0	0	0	0	68
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	45	28	0	0	0	0	0	0	0	73
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	38	25	0	0	0	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	1	0	0	0	0	0	0	0	0	1
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

Wednesday 7/27/2022

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	29	73	90	85	79	112	0	0	0	0	0	0	0	468
Attendance below 90 percent	5	20	28	29	13	35	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	2	1	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	9	10	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	0	13	15	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	9	23	0	0	0	0	0	0	0	32

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	14	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	73	90	85	79	112	0	0	0	0	0	0	0	468
Attendance below 90 percent	5	20	28	29	13	35	0	0	0	0	0	0	0	130
One or more suspensions	0	0	0	2	1	6	0	0	0	0	0	0	0	9
Course failure in ELA	0	0	0	0	9	10	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	0	13	15	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	9	23	0	0	0	0	0	0	0	32

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	14	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	36%	56%	56%				35%	57%	57%
ELA Learning Gains	55%						51%	58%	58%
ELA Lowest 25th Percentile	40%						50%	52%	53%
Math Achievement	40%	46%	50%				40%	63%	63%
Math Learning Gains	69%						50%	61%	62%
Math Lowest 25th Percentile	60%						49%	48%	51%
Science Achievement	34%	61%	59%				39%	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	32%	55%	-23%	58%	-26%
Cohort Comparison		0%				
04	2022					
	2019	37%	57%	-20%	58%	-21%
Cohort Comparison		-32%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	54%	-24%	56%	-26%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	62%	-28%	62%	-28%
Cohort Comparison		0%				
04	2022					
	2019	40%	63%	-23%	64%	-24%
Cohort Comparison		-34%				
05	2022					
	2019	36%	57%	-21%	60%	-24%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	37%	54%	-17%	53%	-16%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	10	39	37	18	41	23	12				
ELL	30	47	39	41	68	75	21				
BLK	34	56	41	38	69	63	32				
HSP	43	38		50	69						
FRL	35	55	42	37	69	61	32				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	8	15	18	13	30	25	14				
ELL	29	39		29	45		30				
BLK	27	30	38	26	29	32	24				
HSP	24			32							
FRL	27	32	35	27	31	33	27				
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	28	31	33	21	31		38				
ELL	31	55	61	42	57	55	34				
BLK	35	52	53	41	52	49	40				
HSP	40	40		30	30		36				
FRL	39	52	44	42	51	47	39				

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	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	48
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	50
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	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	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 2022 FSA data for ELA and math, there was a performance increase in every category when compared to the 2021 data. The greatest increase was in math with an overall 12% achievement performance increase from 28%, in 2021, to 40% in the current 2022 year outcomes, and from 31% to 69% increase in overall student learning gains with a 38% increase and 24% learning gains increase for our lowest 25% of students from 36% in 2021 to 60% in 2022.

The greatest increase for ELA and math categorically was the overall performance learning gains with 55% and 69% respectively.

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

The area that will require the most improvement is reading with 36% overall proficiency with an emphasis on the lowest 25% and SWD both with only a 2% increase in overall proficiency. While there was an overall 12% increase in math proficiency at 40% and 69% overall learning gains our SWD had minimal growth and the lowest 25% of them loss 2%.

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

Contributing factors for reading deficiencies are pandemic closures and remote learning made foundational reading instruction challenging without adequate technology and persons to directly assist, and other students were out of habit of daily reading practice putting them further behind. So, we must continue to remediate student learning with interventions and acceleration to build background knowledge, vocabulary, fluency and comprehension.

Consistent collaborative planning support is paramount to build understanding of the trajectory and level of rigor of the standards, as well as modeled instruction for effective lesson delivery.

Training to use curriculum resources and provide effective strategies to accommodate student needs.

ESE teachers will require more coaching support for standard-based, goal centered planning and instruction to meet student needs and reinforce classroom instruction.

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

FSA math indicates most overall growth in proficiency, learning gains and the lowest 25%.

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

Using the CRA model of instruction to scaffold math lessons and accelerated math tutoring to expose our bubble students to prerequisite skills, vocabulary and steps in the process to solve math concepts 2-3 weeks in advance of the regular classroom instruction proved to be beneficial.

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

Continue to develop an atmosphere with a love for reading, uninterrupted reading intervention and enrichment that focus on student needs whether foundational, building vocabulary, fluency and comprehension with continued progress monitoring. In math, we will ensure students get the prerequisites including academic vocabulary to meet and/or exceed grade level standards.

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.

Focus area is ELA and math equally based on overall 2022 FSA data and EOY iReady. Some PD opportunities that will support our teachers are as follows:

- Small Group Instruction - Intervention Resource Tools
- Writing Process Modeled Instruction
- CRA
- Powerful Strategies for ESE (FSA, iReady, Fed Index)
- Monitoring & Accountability (iObservation)
- Planning Centers & Building Vocabulary

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

Develop teacher leaders that are working with admin/coaches to lead trainings, committees and coordinate tutoring and data sessions.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to Small Group Instruction

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 2022 FSA student data, the area that will require the most improvement is reading with 36% overall proficiency with an emphasis on the lowest 25% and SWD both with only a 2% increase in overall proficiency. While there was an overall 12% increase in math proficiency @ 40% and 69% overall learning gains our SWD had minimal growth and the lowest 25% of them loss 2%.

Measurable Outcome:

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

The plan is to improve overall achievement by 7% in ELA from 36% to 43% and in math from 40% to 47%.

Monitoring:

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

We will monitor for the desired outcomes by conducting weekly classroom observations during reading and math small group and extra hour reading instruction, provide teachers with actionable feedback, conduct data discussions with teachers concerning progress monitoring data monthly, and have students track their progress on common assessments during periodic data chats with teachers.

Person responsible for monitoring outcome:

Sharon Jenkins (sharon.jenkins@ocps.net)

Evidence-based Strategy:

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

Teachers will plan and implement differentiated, small group instruction based on multiple sources of data and track student progress toward proficiency.

Rationale for Evidence-based Strategy:

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

This strategy was selected because teaching is focused precisely on what students need to learn next in order to continue moving toward proficiency. Ongoing observations of teacher instruction and students' response to instruction, combined with systematic progress monitoring assessment tools enables teachers to draw together groups of students who fit a particular instructional profile and address their specific needs.

Action Steps to Implement

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

Teachers and leadership team members will attend professional development for maximizing the use of intervention and enrichment materials during small group and extra hour instructional time.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

Intervention groups will be formed based on student deficiencies determined by a district approved diagnostic program developed to identify student specific needs. Regular progress monitoring will be conducted and intervention/enrichment groups and/or resources will be adjusted based on data.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

Common assessment data, intervention progress monitoring, weekly iReady and Renaissance Learning Star data will be reviewed periodically during team planning meetings and intervention and enrichment groups will be modified as needed based on student achievement.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

Regularly scheduled professional learning community and data meetings will take place during a structured time set on the master calendar and/or as student data becomes available. Student data chats will be conducted as well.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

#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.

According to the 2022 overall FSA ELA data SWD subgroup was 10% proficient, this result is only 2% points higher than last year.

Measurable

Outcome:

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

The plan is to improve overall achievement proficiency by 10% in ELA from 10% to 20% or higher.

Monitoring:

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

The leadership team, namely the staffing specialist, will ensure teachers know their SWDs' IEP goals and accommodations to intentionally plan standard-based lessons to meet their needs. A planning meeting agenda and notes will serve as documentation. Classroom walkthroughs will be conducted for effective instructional strategy implementation, and student assessment data will be monitored for student progress and instructional decisions/adjustments.

Person responsible for monitoring outcome:

Sharon Jenkins (sharon.jenkins@ocps.net)

Evidence-based

Strategy:

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

The leadership team will observe general education and ESE teachers' standard-based collaborative planning meetings embedding scaffolds and student accommodations, observe lessons and review student work and assessments and provide teachers with actionable feedback.

Rationale for Evidence-based

Strategy:

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

When general education teachers and ESE resource teachers work together to identify student needs, and plan and implement support toward the ESE student's IEP goals it can improve student outcomes.

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.

Provide professional development overview training for teachers to develop an understanding of students' IEPs and their specific accommodations.

Person Responsible Sharon Jenkins (sharon.jenkins@ocps.net)

Conduct a biweekly ESE meetings to review Access Points and academic data for ELA and math to make instructional decisions. Teachers will conduct/document data chats with students after each iReady Diagnostic Assessment. Students will track their iReady lessons and the teacher will review/chat/set goals with individual students about their weekly iReady usage (minutes, accuracy expectancy (80% or higher) and lessons completed).

Person Responsible Forrester Watts (forrester.watts@ocps.net)

No description entered

Person Responsible [no one identified]

RAISE

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

Area of Focus Description and Rationale

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

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

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

With 45% of Kindergarten through 2nd grade students below proficiency based on the EOY iReady ELA, students in Kindergarten and First grades will need to continue to focus on beginning phonics and/or phonemic awareness. Second grade students will need to continue to focus on small group instruction with a focus on foundational skills, building vocabulary and non-fiction comprehension.

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

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

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

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

The percentage of students below level 3 on the 2022 ELA FSA statewide in 3rd, 4th and 5th grades are 67%, 58% and 65% respectively. Based on the FSA data key ideas and details were the greatest area of improvement for all grade levels, which was 15-25% of the FSA assessment. Key ideas and details are non-fiction text and comprise 50% of the state assessment, it is also paramount to master because it is a large part of the integrated knowledge and ideas section when comparing/contrasting text. This focus is best addressed during explicit small group instruction, providing centers and homework practice focused on building vocabulary and non-fiction text features.

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

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

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

For Grade 4-5

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

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

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)

Based on last year's average EOY iReady ELA proficiency our goals are as follows:

K - 71% (-29%) - Goal 81%

1st - 44% (-56%) - Goal 54%

2nd - 51% (-49%) - Goal 61%

Note the percent in parentheses represents the students who were not proficient in ELA.

Grades 3-5: Measureable Outcome(s)

Based on the 2021 and 2022 ELA FSA scores for 3rd, 4th and 5th grade our goals are as follows:

3rd - 33% (-67%) - Goal 50%

4th - 42% (-58%) - Goal 52%

5th - 35% (-65%) - Goal 50%

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 reading walkthroughs by administrators

--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.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Jenkins, Sharon, sharon.jenkins@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 programs selected are researched and evidence-based reading instructional and intervention programs (SIPPS, LLI, DBQ Projects and Reading Plus) that incorporate explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and incorporate decodable or phonetic text instructional strategies. Reading intervention includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring, or the use of technology that targets specific reading skills and abilities.

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?

Practice guide strategies meet ESSA strong level of evidence:

- use of the foundational pieces of the optional daily slides (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.)
- Heggerty (Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters)
- SIPPS (Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. And Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.)

G.

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
Intervention groups will be formed based on student deficiencies determined by a district-approved diagnostic program developed to identify students' specific needs.	Jenkins, Sharon, sharon.jenkins@ocps.net
Teachers and leadership team members will attend professional development for maximizing the use of intervention and enrichment materials during small group and extra hour instructional time.	Jenkins, Sharon, sharon.jenkins@ocps.net
Teachers will plan and implement differentiated, small group instruction based on multiple sources of data and track student progress toward proficiency.	Jenkins, Sharon, sharon.jenkins@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.

To create a positive school culture:

- We focus on meeting the social-emotional needs of students as well as their academic needs.
- Promote positive student behavior by implementing school-wide management programs (CHAMPS).
- Provide ongoing SEL lessons and activities throughout the school year for students and school staff.
- Provide frequent communication to parents regarding student progress, school events, important dates, and timelines.
- Provide resources to parents to support their child's education

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

Parents will be able to participate in meaningful curriculum-based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s) and guardian(s) to learn how to support their child at home and in school. They will also participate in Meet the Teacher, Open House, Parent Academy's, monthly School Advisory Council Meetings, and quarterly report conference nights. Parents receive weekly communication from the school via Sky Alerts, Class Dojo, Connect Orange, newsletters, marquee messages, and memos. They are surveyed for input via the School Advisory Council or Multi-Lingual Parent meetings and annual surveys. Students, teachers, or parents can make a request or complete a referral for student counseling. Counseling services are provided by the school guidance counselor, district support personnel, and the district's Sed-Net providers. Family counseling is also provided by our Sed-Net providers. Evans HS Consortium provides opportunities for middle school and high school students to mentor students at Hiawassee.

Our families are encouraged to participate in local Head Start and Pre-Kindergarten programs to ensure that our students acquire kindergarten readiness skills. Hiawassee houses two full-time VPK classroom that serves 38 students. Hiawassee also has a half-day Pre-K ESE Program that serves 25, three, and four-year-old students that have individual educational plans. Kindergarten Open House is hosted in the summer to provide important information to parents regarding the upcoming school year and a school tour is given. Our Parent Involvement Liaison collaborates with local daycare providers. Hiawassee's Guidance Counselor works closely with the middle school counselors to ensure a smooth transition to middle school for our fifth-grade students and coordinates school transition visits. Fifth-grade students participate in the middle school transition program.

The leadership team, which consists of the guidance counselor, dean, instructional coaches, ESOL compliance coordinator, staffing specialist, parent liaison, principal, and assistant principal, meets weekly to discuss the students' needs and identify possible resources. Once students begin to receive resources, they are monitored monthly for progress, and adjustments are made if necessary.

Through the Evans High School partnership, Hiawassee partners with Elevate Orlando to provide mentoring opportunities for first-grade students. Hiawassee also partners with the University of Central Florida Honors College to provide students with lessons on character and leadership. We also participate in Teach-In activities to expose students to various career opportunities. The local business community is invited to participate in Teach-In and Career Day