

Orange County Public Schools

Sally Ride Elementary



2022-23 Schoolwide Improvement Plan

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Sally Ride Elementary

9601 11TH AVE, Orlando, FL 32824

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

Demographics

Principal: Kahlil Ortiz

Start Date for this Principal: 7/27/2022

| | |
|--|---|
| 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* Asian Students Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students* |
| School Grades History | 2021-22: C (50%) 2018-19: A (62%) 2017-18: C (47%) |
| 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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| Budget to Support Goals | 0 |

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9601 11TH AVE, Orlando, FL 32824

<https://sallyridees.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 | 82% |

School Grades History

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, 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 |
|---------------|---------------------|---|
| Ortiz, Kahlil | Principal | <p>Assure that supervision and safety of students before and after school, between and during classes and during lunches</p> <p>Attend a wide range of school/evening events</p> <p>Visit classrooms according to supervision schedule</p> <p>Provide weekly observation data and review this data weekly with administrative team</p> <p>Ortiz, Kahlil Principal, Watts, Holly Assistant Principal</p> <p>Support success of all students</p> <p>Establish and maintain school climate of rigor, student centeredness and professionalism</p> <p>Monitor all student discipline</p> <p>Review school-wide data related to, provide progress monitoring for, and seek improvements in Reading, Writing, Science and Math</p> <p>Review school-wide data related to school improvement factors</p> <p>Accountable for success on FSA/FSSA of all testing students</p> <p>Support monthly Student Performance Committee meetings with review of student assessment data and make school improvements regarding that data</p> <p>Provide regular feedback to community, parents, and to school staff regarding vision and school improvement</p> <p>Develop, maintain, and monitor school operating budget</p> <p>Monitor internal budget</p> <p>Field trip approval</p> <p>Approve all contracts</p> <p>Assure efficient, cost-effective operation of school</p> <p>Assure school is appropriately staffed</p> <p>Monitor master schedule</p> <p>Monitor and adjust school-wide policies and procedures</p> <p>Approve all leaves of absence</p> <p>Supervise administrative team</p> <p>Supervise grade level team leaders</p> <p>Supervise school secretary, registrar and bookkeeper</p> <p>Assure staff development takes place per plan and in accordance with school improvement needs</p> <p>Develop and maintain School Improvement Plan in conjunction with School Advisory Council</p> <p>Maintain teacher certification documentation</p> <p>Any other duties assigned by area superintendent.</p> |
| Watts, Holly | Assistant Principal | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Supervise after school/evening supervision according to activity calendar</p> <p>Visit classrooms according to supervision schedule.</p> <p>Provide weekly observation data and review this data weekly with administrative team</p> <p>Support success of third-grade students through communication of high expectations, analysis of data and monitoring of progress</p> <p>Accountable for success on FSA/FSSA of ESE and ELL third –fifth grade students – provide monthly report</p> <p>Accountable for success on FSA of lowest quartile third to fifth grade students</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-----------------|---------------------------|---|
| | | <p>in reading and math.</p> <p>Provide monthly report Accountable for MTSS school-wide plan</p> <p>Support monthly Student Performance Committee with review of ESE and ELL student assessment data and make school improvement recommendations regarding that data</p> <p>Support success of ESE students</p> <p>Coordinate with and supervise ESE Staffing Coordinator Supervise ESE department and ESE teachers including lesson plan review; compliance with school-wide reading, writing and vocabulary initiatives; compliance with school policies and procedures; and instructional articulation and support</p> <p>Supervise paraprofessionals</p> <p>Supervise classified personnel (excluding school secretary)</p> <p>Coordinate community support through PTA and ADDitions</p> <p>Assure Five Star School recognition</p> <p>Supervise School-wide Discipline Plan</p> <p>Supervise all Level 4 infractions including assurance of compliance and coordination of paperwork</p> <p>Review discipline data quarterly, share this data with administrative team and make recommendations for improvement</p> <p>Coordinate free and reduced lunch program</p> <p>Coordinate team recognition activities for both faculty and staff, including National Board, teacher, student and community input</p> <p>Develop School Improvement Plan Accountable for cleanliness, safety, and orderliness of school facilities Supervise school facility projects and facility AC orders</p> <p>Supervise Computer Tech Supervise school-wide inventory</p> <p>Complete work orders</p> <p>Attend monthly School Advisory Council meetings</p> <p>Coordinate school facilities usage and rentals contracts</p> <p>Discipline students per the OCPS Code of Conduct</p> <p>Lead all DTM meetings for level IV offenses</p> <p>Support Emergency Management Plan and supervise emergency drills.</p> <p>Coordinate with local agencies such as police, fire, EMT, government</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Keep and up to date list of staff trained in a crisis intervention protocol and schedule mid-year review and practice of procedures.</p> <p>Summer school principal</p> <p>Principal designee when principal is away from the school</p> <p>Provide reading and/or math intervention-backup</p> <p>Title IX Coordinator</p> <p>Any other duties assigned by principal.</p> |
| Chong-You, Alba | ELL Compliance Specialist | <p>Translate written information or letters sent home</p> <p>Translate orally for parents with concerns and referrals</p> <p>Assist Registrar with placement of ESOL students</p> <p>Update information on SMS regarding LEP dates, test dates, entry & re-entry dates & schedules</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>Receive test scores and set-up meetings to discuss placement or re-evaluations</p> <p>Monitor LF students and set-up meetings for students with unsatisfactory monitoring data</p> <p>Attend meetings with LEP/ESE students and translate Inform parents on the ESOL Program Models Disseminate information on ESOL classes and workshops.</p> <p>Coordinate and assist in testing: Access, IPT Oral, Reading, & Writing Ensure that students are IPT tested within 20 days of entry Input IPT scores on TRACE</p> <p>Distribute materials sent by Multilingual Services Department Review the ELL Educational folder for accurate information</p> <p>Ensure that the school is in full compliance with State and Federal mandates for ELL Provide support to teachers on best practices for ELL students to ensure success of ELL students</p> <p>Assist ELL students in the selection of appropriate middle school courses</p> <p>Monitor academic progress of ELL students and conference with students as needed</p> <p>Coordinate ELL screenings, testing, and meetings</p> <p>Order ELL resources</p> <p>Keep documentation of any ESOL students who are receiving interventions through the MTSS process</p> <p>MTSS COACH Provide one 30 minute/week small group reading interventions as assigned</p> <p>Facilitate school-wide training and support on the MTSS process.</p> <p>Coordinate monthly MTSS progress monitoring meetings</p> <p>Monitor the implementation of MTSS school-wide</p> <p>Review data with teachers</p> <p>Monitor Tier II data submitted electronically by all teachers</p> <p>Create schedule for Tier III intervention team</p> <p>Monitor Tier III Intervention team and ensure that they are implementing interventions with fidelity, according to schedule created and progress monitoring/graphing data weekly</p> <p>Facilitate Tier III monthly meetings with teachers and parents regarding individual students</p> <p>Work closely with staffing specialist and school psychologist on students who are Tier III and being considered to open consent for evaluation for ESE</p> <p>TITLE I COORDINATOR Coordinate and facilitate compliance for Title I Program</p> <p>Facilitate Title I Annual Parent Meeting (Open House)</p> <p>Communicate to designated staff about documents that will be needed for Title I uploads in advance and follow-up with support of PEL</p> <p>Compile, scan, organize and upload required documents to Title I website by deadlines</p> <p>Work closely with Parental Engagement Liaison on planning and coordinating monthly Family Nights to build capacity</p> <p>Create Draft of Parent and Family Engagement Plan with support of PEL</p> <p>Create School Compact, disseminate to teachers and families with support of PEL</p> |

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|------------------|---|
| | | <p>Facilitate Title I End of Year Parent Reflection meeting</p> <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Safety Patrols Sponsor- supervise student patrol duties on campus</p> <p>Social Media Manager - maintain school's Facebook, Twitter Page, and School Class Dojo</p> <p>Any other duties as assigned.</p> |
| Daniels, Jennifer | Other | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Manage school-wide Sunshine State (SSYRA) and FRA Books</p> <p>Manage the implementation of Sunshine State and chapter books (strategies, instructional ideas, literacy centers, etc.)</p> <p>Coordinate and run the Morning WSRE News with Leadership Team</p> <p>Train a back-up for Morning WSRE News</p> <p>Collect and analyze AR results</p> <p>Provide student/teacher media orientation</p> <p>Put students and staff in touch with information power through print and technology</p> <p>Pull materials needed for units of study, prepare bibliographies, and collaborate with teachers on unit research</p> <p>Laminate materials and process poster print requests</p> <p>Provide student IDs</p> <p>Assist with awards and ceremonies</p> <p>Maintain and supervise the "Explorer Exchange"</p> <p>Order materials upon request as budget allows</p> <p>Catalog all materials and equipment for circulation</p> <p>Maintain bulletin board art paper/construction paper/ lettering technologies</p> <p>Maintain professional library</p> <p>Provide print, AV materials, and periodicals</p> <p>Assist with textbook process, cataloging, and distribution</p> <p>Provide Tier III interventions according to schedule given</p> <p>Keep Tier III progress monitoring data up to date weekly on google drive</p> <p>Facilitate Book Trust program</p> <p>Distribute and monitor all 1:1 technology devices and work with technology resource as needed</p> <p>Any other duties assigned by the principal.</p> |
| Almeida, Veronica | School Counselor | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Represent the school as the mental health contact</p> <p>Provide school staff with trainings related to SEL and classroom management (procedures, mental health, trauma-informed care, behavior interventions, etc.)</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------|--|
| | | <p>Assist school staff in trauma support and crisis behavior situations. Provide hands-on support in classrooms and throughout the campus. Assist/train teachers in resources for elementary health course Provide individual and small group counseling based on identified student needs. Participate in OCPS and Florida Department of Education (FLDOE) required workshops and other trainings related to responsibilities. Participate in parent/teacher conferences Coordinate Student Recognition program with CRT (quarterly behavior celebrations) Facilitate communication with parents regarding anything related to responsibilities. Implement knowledge of the MTSS process in both academic and behavioral structures when it related to the roles and participate in MTSS meetings Complete searches as a part of a Search Team as needed Be part of the new School Threat Assessment team required for SB7026 Complete all school data and reports in an accurate and timely manner as required by OCPS and SB7026 Serves as lead contact person for SEDNET and other outside resources counseling Become the trained Child Safety Matters Instructor and conduct lessons Provide bullying awareness, substance abuse and character education Conduct bullying investigations Serve as the school's Title XI coordinator Perform other duties as assigned</p> |
| Cameron, Kaele | Instructional Coach | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule Provide after school/evening supervision according to activity calendar Serve as facilitator of night events (Reading night, Math night, Science night, etc.) Coordinate Student Recognition program with CRT (Math awards, Snowcone awards, etc.) Attend "Explorer Tracking" Data Meetings Support CRT with reviewing and managing math/science curriculum materials Review and analyze i-Ready math data per grade level Collect and analyze district/state assessment results Create "Questions of the Week" Math and Science for K-2 and 3-5 on a monthly basis. Monitor student math and science progress on a monthly basis Use assessment data to assist administrators with placement of students in appropriate instructional or intervention programs Create systems of intervention to provide students with additional time and support for learning (pull out, push in) Create schedule and coordinate student interventions and enrichments Supply a list of students in need of tutoring to the tutoring coordinator Build the capacity of teachers to work as members of high performing collaborative teams who focus the efforts of their team on improved learning</p> |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|---|
| | | <p>for students</p> <p>Facilitate grade level Math and Science planning for grades K-5</p> <p>Demonstrate (model) Math and Science strategies in classrooms (once a week)</p> <p>Evaluate math and science needs within various subject areas and collaborate with teachers and administrators to interpret, use assessment data to improve instruction, and problem solve</p> <p>Lead faculty in the selection and use of a range of assessment tools as a means to make sound decisions about student math and science needs as related to the curriculum and to instruction</p> <p>Provide lesson ideas and Math Center ideas based on classroom needs</p> <p>Provide teacher feedback and analysis for i-Ready related issues</p> <p>Participate in grade data meetings Participate in team reviews concerning academic progress of at-risk students who are not responding to interventions</p> <p>Participate in MTSS meetings if requested Conduct regular meetings with classroom teachers to examine student work and monitor progress in order to support teacher reflection and action</p> <p>Assist classroom teachers with analysis of formal and informal assessment data on their students to determine student response to instruction</p> <p>Provide in-service training and follow-up coaching to assist classroom teachers in the use of reading/learning strategies in their classrooms</p> <p>Work with teachers individually, in collaborative teams, and/or with departments, providing practical support on a full range of math and science strategies</p> <p>Observe and provide feedback to teachers on instruction related to math/science development and content area knowledge</p> <p>Participate in district-level in-service meetings and assist in the coordination of district-level in-service offerings Provide, upon request, individual diagnostic testing</p> |
| Pichardo, Anastasia | Staffing Specialist | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Facilitate enrollment and transition of new ESE students Assure appropriate placement for ESE students Support success of ESE students</p> <p>Monitor academic progress of ESE students and conference with students as needed</p> <p>Assure accuracy and compliance of student IEPs</p> <p>Participate in parent/teacher conferences</p> <p>Participate in Child Study Articulate with middle schools</p> <p>Assist with administration and proctoring of national, state, and district testing</p> <p>Work collaboratively with all teachers and district behavior staff to complete Functional Behavior Assessments (FBAs) which include; observation, data collection and staff interviews.</p> <p>Utilize information/data collected during the FBA process to co-author Behavior Intervention Plans (BIPs) with teachers and district behavior staff for ESE students and Behavior Assessment Support Plans (BASPs) for general education students. Plans should include proactive, educative and functional</p> |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|-----------------------------|--|
| | | <p>components.</p> <p>Obtain and maintain current certification in a crisis prevention protocol. (Ex. CPI)</p> <p>Participate in and monitor school compliance with FLDOE policies and procedures related to restraint/seclusion. Coordinate with outside service providers for ESE students/Assure completion of ESE paperwork Schedule/ Hold parent meetings and assure that meetings are held as needed</p> <p>Coordinate with Hospital Homebound</p> <p>Provide articulation with middle schools regarding ESE curriculum and student services</p> <p>Manage the following: ESE forms/IEPs/Health Care Plans Compliance with the district and state Annual Reviews, Reevaluations, Eligibility, DNQ, out of state transfers, gifted screenings, and other meetings</p> <p>Support the MTSS process and attend Tier 3 MTSS meetings</p> <p>Any other duties assigned by the principal</p> |
| O'Duor, Ashlie | Curriculum Resource Teacher | <p>Supervise students before and after school, between classes, and during lunches according to supervision schedule Provide after school/evening supervision according to activity calendar</p> <p>Maintain weekly "Explorer Weekly" for faculty and staff including school activities, training opportunities, hospitality events, teaching and technology tips and other relevant information and post them on Canvas</p> <p>Order textbooks, instructional magazines and resources</p> <p>Print and distribute reports and progress reports each 9 weeks</p> <p>Maintain school-wide textbook inventory utilizing Destiny System</p> <p>Coordinate Teach-In Coordinate Awards Ceremony for the end of each 9 weeks</p> <p>Coordinate Student Recognition activities (AR awards, iReady Reading/Math awards)</p> <p>Provide after school/evening supervision according to activity calendar</p> <p>Coordinate Winter/Spring school photography including schedule for teachers</p> <p>Update data walls, monthly progress monitoring reviews, Canvas, and the Master Calendar Support principal with the school-wide review of FSA ELA, Math, Science, Writing and data reports</p> <p>Review school-wide common assessment reports (On target, Needs improvement and Needs much improvement)</p> <p>Facilitate monthly Student Progress Reviews with AP, Reading Coaches and MTSS coordinator Collect and present monthly AR and i-Ready data per classroom and grade level</p> <p>Post i-Ready usage and lessons passed data for teachers in both reading and math areas</p> <p>Coordinate intern program with universities</p> <p>Coordinate relevant, organized school-based in-services based on an analysis of student needs, educational research, recommended practices and teacher needs including recording and submitting in-service points Coordinate Open House with instructional support team</p> <p>Support monthly progress monitoring team with Reading, Math, Writing and Science data</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | Supervise the administration of school-wide testing (FSA, FSAA, i-Ready, ACCESS 2.0) Maintain the school's website Provide one 30 minute/week small group reading and/or math intervention as assigned Attend district trainings and complete/monitor paperwork and tasks as school-wide 504 designee Any other duties assigned by principal |

Demographic Information

Principal start date

Wednesday 7/27/2022, Kahlil Ortiz

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.*

7

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

384

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

13

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

10

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 | 21 | 57 | 53 | 79 | 56 | 76 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 342 |
| Attendance below 90 percent | 10 | 23 | 19 | 27 | 10 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Course failure in ELA | 0 | 0 | 0 | 7 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in Math | 0 | 0 | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2022 statewide FSA ELA assessment | 0 | 0 | 0 | 10 | 12 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| Level 1 on 2022 statewide FSA Math assessment | 0 | 0 | 0 | 6 | 10 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| Number of students with a substantial reading deficiency | 12 | 11 | 25 | 26 | 12 | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 6 | 8 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 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 | 19 | 58 | 69 | 76 | 85 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 381 |
| Attendance below 90 percent | 6 | 20 | 21 | 21 | 23 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 0 | 1 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in Math | 0 | 0 | 0 | 2 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 0 | 2 | 7 | 16 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |

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 | 1 | 1 | 4 | 11 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 19 | 58 | 69 | 76 | 85 | 74 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 381 |
| Attendance below 90 percent | 6 | 20 | 21 | 21 | 23 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 112 |
| One or more suspensions | 0 | 1 | 1 | 2 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Course failure in ELA | 0 | 0 | 0 | 1 | 11 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Course failure in Math | 0 | 0 | 0 | 2 | 8 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Number of students with a substantial reading deficiency | 0 | 2 | 7 | 16 | 12 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |

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 | 1 | 1 | 4 | 11 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

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 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |

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 | 50% | 56% | 56% | | | | 49% | 57% | 57% |
| ELA Learning Gains | 62% | | | | | | 55% | 58% | 58% |
| ELA Lowest 25th Percentile | 32% | | | | | | 63% | 52% | 53% |
| Math Achievement | 53% | 46% | 50% | | | | 60% | 63% | 63% |
| Math Learning Gains | 63% | | | | | | 73% | 61% | 62% |
| Math Lowest 25th Percentile | 48% | | | | | | 76% | 48% | 51% |
| Science Achievement | 45% | 61% | 59% | | | | 59% | 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 | 46% | 55% | -9% | 58% | -12% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 42% | 57% | -15% | 58% | -16% |
| Cohort Comparison | | -46% | | | | |
| 05 | 2022 | | | | | |

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 57% | 54% | 3% | 56% | 1% |
| Cohort Comparison | | -42% | | | | |

| 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 | 50% | 62% | -12% | 62% | -12% |
| Cohort Comparison | | 0% | | | | |
| 04 | 2022 | | | | | |
| | 2019 | 61% | 63% | -2% | 64% | -3% |
| Cohort Comparison | | -50% | | | | |
| 05 | 2022 | | | | | |
| | 2019 | 62% | 57% | 5% | 60% | 2% |
| Cohort Comparison | | -61% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2022 | | | | | |
| | 2019 | 57% | 54% | 3% | 53% | 4% |
| 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 | 9 | 21 | | 29 | 29 | | | | | | |
| ELL | 50 | 63 | | 55 | 80 | | 44 | | | | |
| BLK | 24 | 45 | | 38 | 61 | | | | | | |
| HSP | 52 | 62 | 33 | 52 | 70 | 45 | 47 | | | | |
| WHT | 66 | 71 | | 61 | 43 | | 42 | | | | |
| FRL | 47 | 61 | 29 | 52 | 64 | 50 | 45 | | | | |

| 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 | 13 | 40 | | 23 | 30 | | 10 | | | | |
| ELL | 54 | 67 | | 66 | 67 | | 46 | | | | |
| BLK | 31 | | | 46 | | | 27 | | | | |
| HSP | 53 | 68 | | 64 | 67 | | 52 | | | | |
| WHT | 43 | 42 | | 40 | 33 | | 42 | | | | |
| FRL | 44 | 53 | 60 | 50 | 59 | 50 | 42 | | | | |
| 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 | 31 | 38 | 55 | 43 | 69 | 64 | 50 | | | | |
| ELL | 43 | 56 | 67 | 63 | 80 | 94 | 54 | | | | |
| BLK | 38 | 42 | | 50 | 47 | | | | | | |
| HSP | 51 | 54 | 62 | 61 | 74 | 89 | 58 | | | | |
| WHT | 51 | 59 | | 62 | 81 | | 63 | | | | |
| FRL | 47 | 56 | 73 | 59 | 71 | 76 | 60 | | | | |

ESSA Data Review

This data has not been updated for the 2022-23 school year.

| ESSA Federal Index | |
|---|------|
| ESSA Category (TS&I or CS&I) | ATSI |
| OVERALL Federal Index – All Students | 51 |
| 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 | 53 |
| Total Points Earned for the Federal Index | 406 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 25 |
| 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 | 58 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|--|-----|
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 42 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 52 |
| 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 | 57 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|--|----|
| Federal Index - Economically Disadvantaged Students | 50 |
| 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?

In a majority of areas of assessed, the school experienced increases from 2021 to 2022. The school experienced decreases in the following areas; ELA learning gains in the bottom 25% and Math learning gains in the bottom 25%.

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

Based on the 2022 FSA results in ELA as well as iReady, the greatest area of need for improvement is with the bottom 25% of students. Specifically the subgroups including students with disabilities and English language learners.

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

There was an increase in students with learning gaps in foundational reading skills that lead to this need for improvement. Increased focus and identification of students showing deficiencies in these foundational reading skills and providing resources that are aligned to these student's specific needs. Continuing to focus on small groups instruction as well as interventions.

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

Based of progress monitoring and the 2022 state assessments, the component with the most improvement was Math learning gains.

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

Strategies such as utilizing all staff for push-in and pull-out support to reach all students as well as moving to a small-group, rotational model for instruction in Math. The restructuring of the math model to a rotation model provided the focused instruction based on the needs of the students in the small group.

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

Acceleration within intervention and tutoring protocols allowed tier 2 students to preview content prior to tier 1 instruction.

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

Professional development opportunities with an emphasis on serving students with disabilities within the Tier 1 setting, small group instructional models school-wide, and familiarizing teachers with implementation strategies for the new B.E.S.T. standards.

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

Additional services will include parent training provided by the PEL, each month, allowing parents to engage in opportunities to better understand the B.E.S.T. standards as well as engagement strategies to help their children at home. Continue collaboration with mental health designees , such as the school social worker and psychologist, and alpha counselor, as well as ongoing opportunities for support and inclusion from stakeholders such as partners in Education to provide mentoring and/or other student impacting services as it relates to student needs.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to 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.**

After reviewing data it was identified that one of our biggest gaps, when compared to the district and state, was ELA learning gains, particularly among the lowest 25%; encompassing Students with Disabilities. ELA learning gains are a critical component to overall student success. Allowing us to focus on each individual students' progress over the course of the year while closing learning gaps for greater time periods will lead to greater successes for students who fall in this subgroup. We will increase focus and identification of students showing deficiencies in foundational reading skills and provide resources that are aligned to the needs of students with disabilities who are showing deficiencies. We will also continue focus on small groups instruction as well as interventions.

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

Our year over year Growth will increase from 32% to 66%, particularly among the students with disabilities subgroup.

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

Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessments including common assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal.

Person responsible for monitoring outcome:

Kahlil Ortiz (kahlil.ortiz@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being

We will implement multiple research-based strategies, including continued use of close reading strategies, planning the instruction of reading standards in isolation, building to clustered standards to help with student retention and application of standards-based knowledge, and using acceleration and enrichment opportunities to support student learning in areas where gaps are prevalent.

**implemented
for this Area
of Focus.**

**Rationale for
Evidence-
based**

Strategy: The continued use of close reading strategies will help increase student learning in ELA through the use of annotation and responding to text-dependent questions with appropriately chosen complex texts based on student tasks. Weekly common planning for the instruction of reading standards in isolation for whole group, building to clusters after deepening student understanding will not only increase teacher knowledge of standards but will help with student retention and application of standards-based knowledge. District resources including the CRMs, previous DPLC training, and online resources including Scope and Sequence, school-created IFCs, and state resources such as CPALMS and test item specifications will support these strategies.

Explain the rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

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

Weekly common planning (August-May) with instructional coaches will include using the school created instructional focus calendars along with other OCPs provided resources that include and address clustered ELA standards. This planning will also include all teachers who serve our most fragile population, students with disabilities.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

Monthly data meetings (August-May) will be held with school administrators, the MTSS coach, and teachers to address student achievement of grade-level standards, particularly, but not exclusively monitoring the growth of students with disabilities. These meetings will include data analysis of multiple sources of data, including data gathered for subgroups receiving intervention supports through acceleration and enrichment. opportunities.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

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

| | |
|---|--|
| <p>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</p> | <p>Teachers in all grades have limited knowledge of and experience in teaching the B.E.S.T. standards in math, and teachers in grades 3-5 have limited knowledge and experience teaching them in ELA with those in K-2 having only one year of experience.</p> |
| <p>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p> | <p>Based on 2023 FAST data, student proficiency in math and reading will increase by 3-5%, from 52% (2022 FSA (data) in ELA to 55% and 64% (2022 FSA data) to 63% in Math.</p> |
| <p>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</p> | <p>Lesson plans, PLC notes, data meetings with progress monitoring charts, submission of formative, benchmark, and summative assessment data, and classroom walk trend data will all be used to help monitor the progress towards meeting the goal. Adjustments to instruction will be made in response to data.</p> |
| <p>Person responsible for monitoring outcome:</p> | <p>Kahlil Ortiz (kahlil.ortiz@ocps.net)</p> |
| <p>Evidence-based Strategy: Describe the evidence-based strategy being</p> | <p>At Sally Ride Elementary we will use professional learning communities to build a culture of collaboration between professionals to increase student success.</p> |

**implemented
for this Area
of Focus.**

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

Collaboration among educators is necessary to support student learning toward measurable outcomes and to facilitate student social and emotional well-being across all school environments and instructional settings. A focus on standards-aligned instruction based on data is key. Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem-solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning. District resources including the CRMs, and online resources including Scope and Sequence, school-created IFCs, and state resources such as CALMS and test item specifications will support these strategies.

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.

Weekly common planning (August-May) with instructional coaches will include using school-created instructional focus calendars along with other OCPS-provided resources that include and address instructional practices that address the implementation and execution of B.E.S.T. standards. This planning will also include the ESE teachers as well as paraprofessionals who provide instructional support or teach in self-contained units to address BPIE indicator 15.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

Monthly data meetings (August-May) will be held with the leadership team and teachers to address student achievement of grade-level B.E.S.T. standards following the instructional focus testing dates. These meetings will include data analysis of multiple sources of data, including data gathered for subgroups receiving intervention supports through acceleration and enrichment opportunities. Instruction of the B.E.S.T. standards will be adjusted based on data at these meetings

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

Administration and leadership team members will conduct weekly classroom walk-throughs (August-May) and provide feedback in the form of "bright spots and fresh ideas" to motivate teachers and monitor the implementation of B.E.S.T. standards-based instructional strategies with fidelity.

Person Responsible Kahlil Ortiz (kahlil.ortiz@ocps.net)

RAISE

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

Area of Focus Description and Rationale

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

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

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

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

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

Routinely and consistently provide students with opportunities to ask and answer questions to better understand the text they read.

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)

Foundational Assessments contained within the Curriculum Resource Materials provided by Orange County Public schools will be monitored in order to ensure that 80% of students are scoring at a 70% or better on the Unit Assessments by Spring of 2023.

Grades 3-5: Measureable Outcome(s)

We would like to see a decrease of 5% of among students scoring a level one in grades 3,4, and 5. We would like to see an increase in students scoring at a 3 or above by 5%. We would also like to see an increase of students scoring at a level 4 or above by 3%. This will be measured using end-of-year Statewide assessment for the 22-23 school year.

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.

Ortiz, Kahlil, kahlil.ortiz@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 identified evidence-based practices/programs meet Florida's definition of evidence-based at a strong level and also align with the district's K-12 Comprehensive Evidence-based Reading Plan as well as the B.E.S.T. ELA Standards.

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?

Both Heggerty and SIPPS will be used as they are both recognized as having ESSA strong level of effectiveness in having students decode words, analyze word parts, and write and recognize words.

Routinely and consistently providing students with opportunities to ask and answer questions develops stronger comprehension skills in students. We will utilize the district provided Curriculum Resource Materials.

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 |
|--|---|
| Monthly ELA focused data meetings, where data are analyzed and action steps implemented and monitored. | Ortiz, Kahlil, kahlil.ortiz@ocps.net |
| Literacy coach attends district coach meetings. Coach uses data to identify personnel and areas of need. Implementation of coaching cycles, modeling, PLC planning support, etc... to fit area(s) of need. Literacy coach is an active member of the MTSS problem-solving team. | Ortiz, Kahlil, kahlil.ortiz@ocps.net |
| Use and analysis of: -FAST -iReady diagnostic -Heggerty Assessments -District created Standards Based Unit Assessments (SBUAs) -District created Foundational Unit Assessments (Grades K-2) Use of data to determine interventions and support needs of students | Ortiz, Kahlil, kahlil.ortiz@ocps.net |
| Develop a professional learning plan with supports for teachers based on progress monitoring data. District PD options are also available to coaches and teachers. | Ortiz, Kahlil, kahlil.ortiz@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.

A positive approach to school culture and climate is a research-based proactive method for handling classroom and school campus situations, including classroom management and relationship building. This approach has proven to increase academic achievement and attendance and provides a more effective learning environment designed to keep each student actively engaged. At Sally Ride Elementary, we focus on us positive behavior support, or PBS, as our Tier I school-wide intervention. This includes the implementation of calm or break spots throughout campus, teaching everyone about self-regulation and self-management strategies as well as inter-and intra-personal skills, and ensuring there are resources and staff available to meet the needs of all students as well as staff on campus.

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

Positive school culture and climate are built through meaningful involvement and collaborative opportunities between stakeholders. This is done through the School Advisory Committee, both academic and social parent involvement opportunities, regular conferencing and teacher/family communication, as well as a celebration of achievements for students and staff with the involvement and support of community volunteers. Relationships are built in the community as well as within the district to ensure students and families are provided supports to feel safe and able to focus on instruction while at school. This includes the Neighborhood Center for Children and Families (NCF), which provides an Alpha counselor to the school that works with students in grades K through 5. This counselor provides both individual counseling as well as classroom lessons to all students. Mentors and volunteers through school-based as well as district-based programs work with identified students and all teachers have been provided mandatory district mental health training as well as additional training by the OCPS mental health department on Trauma-Informed Care. Sally Ride Elementary has Partners in Education that help us provide students in need with food, clothing, and other resources. This donation-based funding source is used to provide students with food items weekly as well as on an as-needed basis for additional support. Sally Ride Administration works with the nearby Headstart program to help transition Pre-K students to Kindergarten, including visiting Headstart and providing enrollment information. Kindergarten teachers will host a Kindergarten Orientation at the beginning of the school year to prepare students and parents for Kindergarten. All of this is done to ensure students and families have 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.