Sunridge Elementary

2022-23 Schoolwide Improvement Plan

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Sunridge Elementary

14455 SUNRIDGE BLVD, Winter Garden, FL 34787

https://sunridgees.ocps.net/

Demographics

Principal: Diana Greer

Start Date for this Principal: 7/1/2020

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
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 Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: C (49%) 2018-19: B (60%) 2017-18: B (55%)
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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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	No	88%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

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

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SIP Authority

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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
Farley, Doug	Principal	● Responsible for ensuring high academic achievement for all students ● Supervises the curriculum and instruction at SunRidge Elementary ● Coordinates School Site Strategic Planning, School Improvement Plan and SAC ● Responsible for the operation and management of all activities and functions which occur at the school ● Responsible for school and community relations with parents, community members and businesses ● Assigns, schedules, assists in training, and evaluation of staff ● Oversees after-school clubs and Special Duty Assignments (e.g., Wellness Representative, Music Sponsor) ● Responsible for program planning, assessment, and evaluation ● Develops, directs, and manages school budget and internal accounts ● Directs the interpretation, explanation, and enforcement of district wide policies, methods, and procedures ● Directs the preparation of all necessary reports and ensures appropriate record keeping ● Participates in School Advisory Council and Parent-Teacher Organization ● Oversees student supervision and discipline ● Oversees school professional learning schedule in accordance with the School Improvement Plan and teacher needs ● Keeps master calendar ● Supervise and evaluate grades 3-5, Instructional Coaches, Media, ESE, Classified (minus custodial), and ELL ● Coordinates all school communication (e.g., weekly call home, newsletters, school marquee) ● Develops SAFE School Plan ● Organizes and plans Meet the Teacher and Open House events ● Collects all A-4 documentation ● Assigns duty assignments (AM, Lunch, PM) ● Threat Assessment Team Member ● Oversees 3rd Grade Good Cause and 4th/5th Grade Promotion & Retention documentation
Elmore, Adasha	Assistant Principal	● Assists with school curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan and teacher needs ● Responsible for student supervision/discipline and maintaining appropriate records of the status/disposition of all referrals ● Oversees the implementation and support of school-wide behavior initiatives (e.g., PBIS, Code of Conduct) ● Coordinates PASS Program ● Supervises the Public Relations and Social Media Coordinator (need to assign to teacher) ● Supervise and evaluate VPK to 2nd Grade, School Counselor, Custodial, and Special Areas

Name	Position Title	Job Duties and Responsibilities
		● Update grades, progress reports, report cards for teachers on leave ● Creates and maintains master schedule in Skyward and serves as student services contact for the school ● Responsible for completing, submitting and updating template on Florida CIMS for School Improvement Plan ● Oversees Summer Reading Camp ● Transportation Coordinator ● Property Manager conducts yearly inventory of assets ● Coordinates Five Star School Award and submission to OCPS ● Coordinates TOY and SPOY selection ● Coordinates facilities rental agreements and after school activities and non-school related activities ● Title IX Coordinator ● MAO Administrator contact ● Coordinates safety drills and enters in EDR ● Coordinates fire extinguisher inspections and enters in EDR ● Coordinates SAC roster and meeting agendas and uploads to SAC site ● Webmaster for school website responsible for keeping information current ● Oversees Progress Report and Report Card Checklists ● Threat Assessment Team Member ● Supervision and any other tasks as needed
Smith, Lori	Other	● Supports school curriculum planning and implementation of curriculum initiatives ● Responsible for school professional learning schedule in accordance with the School Improvement Plan and teacher needs ● Creates and assists teachers in updating and keeping current data forms and Google team drives ● Coordinates new teacher induction program and mentors ● Coordinates "New to SunRidge" Program assisting teachers and staff who are new to our school get familiar with school philosophy, policies and procedures ● Lead Mentor ● Responsible for junior and senior student intern placement ● Coordinates After-School Tutoring programs ● Responsible for ordering of supplemental curriculum materials ● Coordinates and meets with tutors and interventionists ● Plans and coordinates academic nights in conjunction with teacher leaders ● Updating Data forms at the End of the Year with Demographic information for next year's class lists ● Coordinates Conference forms and Data Progression Sheets ● Conducts weekly student interventions by pushing in/pulling out with students in need of support ● Support monthly team data chats and PLC's ● Monitors teacher assessment data on a monthly basis ● Completes coaching cycles as needed ● Supervision and any other tasks as needed ● Provides intervention and supports for potential 3rd grade retention students

Name	Position Title	Job Duties and Responsibilities
		starting in January ● Responsible for 3rd Grade Good Cause and 4th/5th Grade Promotion & Retention documentation
Dariso, LaRita	Other	● Supports the school professional learning schedule in accordance with the School Improvement Plan and teacher needs ● ELL Compliance teacher maintains ELL data and supports teachers and students with best ELL teaching practices ● Standardized Testing Coordinator for ACCESS 2.0 ● Standardized Testing Coordinator (e.g., Performance Matters, Cambria, STAR, etc) ● Serves as the liaison for the Parent Leadership Council (MPLC) and school administration ● Coordinates and plans MPLC meetings throughout the year ● Develops ELL paraprofessional schedule based on student needs ● Meets regularly with ELL paraprofessionals to discuss progress and track student data ● Monitors MTSS assessment data on a monthly basis ● Conducts weekly student interventions by pushing in/pulling out with students in need of support ● Coordinates MTSS Program ● Supports teachers with Tier II and III student placement and organizes Tier III parent meetings ● Support monthly team data chats and PLC's ● Monitors teacher MTSS and assessment data on a monthly basis ● Supervision and any other tasks as needed
Cooper, Crystal	Other	● Responsible for maintaining inventory, check out system, organization and availability of all resource materials in the Media Center ● Coordinates school-wide reading incentive initiatives and programs, such as Accelerated Reader and Sunshine State Readers ● Responsible for inventory of all textbooks and curriculum materials ● Coordinates Teach-In ● Coordinates T.V. production lab for morning announcements ● Battle of the Books Coach ● Responsible for the Scholastic Book Fairs ● Read to Succeed Coordinator ● Coordinates in-school academic programs, such as Spelling Bee ● Coordinates school-wide literacy initiatives ● Conducts weekly student interventions by pushing in/pulling out with students in need of support ● Coordinates distribution and collection of all student and staff devices ● Responsible for maintaining student and staff device inventory and coordinating with TSR to maintain 1% contingency for replacement devices ● Supervision and any other tasks as needed

Name	Position Title	Job Duties and Responsibilities
Sanford, Crystal	Staffing Specialist	● Supports school curriculum planning and implementation of ESE curriculum initiatives ● Assist regular education teachers in developing behavior strategies/behavior plans to work with potential ESE students ● Serves as ESE team leader ● Responsible for staffing of new ESE students ● Keeps IEPs updated and within compliance ● ESE transportation coordinator ● Threat Assessment Team Member ● Responsible for scheduling screenings for all gifted students and keeps EPs updates and within compliance ● Supports monthly team data chats
Matthews, Barbara	School Counselor	● School Mental Health Contact ● Monitors student attendance and holds Child Study Team meetings ● Serves as the Homeless Liaison and coordinates services for homeless students and students in need ● Responsible for maintaining all compliance and district required documentation for 504 ● Coordinates all 504 meetings ● Coordinates referrals for social worker, SEDNET referrals, and updates records and documentation as needed ● Coordinates school-wide Character Education programs (e.g., Student of the Month, Red Ribbon Week) ● Coordinates/Teaches groups for high needs students ● Threat Assessment Team Coordinator - updates all documentation as needed ● Responsible for signing students up for OCVS and FLVS courses ● Coordinates school-wide SEL/PBIS initiatives for students, staff, and community ● Organizes family support initiatives (Giving Tree, Thanksgiving meals, etc.)

Demographic Information

Principal start date
Wednesday 7/1/2020, Diana Greer

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.*
3

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.*
5

Total number of teacher positions allocated to the school
42

Total number of students enrolled at the school
671

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.
14

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	90	102	115	113	108	125	0	0	0	0	0	0	0	653
Attendance below 90 percent	5	32	28	27	26	32	0	0	0	0	0	0	0	150
One or more suspensions	0	5	3	6	3	7	0	0	0	0	0	0	0	24
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	24	22	31	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	21	24	35	0	0	0	0	0	0	0	80
Number of students with a substantial reading deficiency	0	3	7	21	24	35	0	0	0	0	0	0	0	90

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	22	19	32	0	0	0	0	0	0	0	74

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	2	0	24	1	0	0	0	0	0	0	0	0	27
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
Saturday 8/6/2022

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	68	109	95	130	107	92	0	0	0	0	0	0	0	601
Attendance below 90 percent	0	23	15	26	18	22	0	0	0	0	0	0	0	104
One or more suspensions	0	6	1	1	2	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	7	10	7	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	5	13	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	5	21	22	15	0	0	0	0	0	0	0	63

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	3	0	7	10	12	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	1	0	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	68	109	95	130	107	92	0	0	0	0	0	0	0	601
Attendance below 90 percent	0	23	15	26	18	22	0	0	0	0	0	0	0	104
One or more suspensions	0	6	1	1	2	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	0	0	7	10	7	0	0	0	0	0	0	0	24
Course failure in Math	0	0	0	5	13	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Number of students with a substantial reading deficiency	0	0	5	21	22	15	0	0	0	0	0	0	0	63

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	3	0	7	10	12	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	1	0	8	1	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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%				67%	57%	57%
ELA Learning Gains	54%						67%	58%	58%
ELA Lowest 25th Percentile	37%						55%	52%	53%
Math Achievement	54%	46%	50%				67%	63%	63%
Math Learning Gains	58%						64%	61%	62%
Math Lowest 25th Percentile	35%						48%	48%	51%
Science Achievement	52%	61%	59%				50%	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	58%	55%	3%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	75%	57%	18%	58%	17%
Cohort Comparison		-58%				
05	2022					
	2019	57%	54%	3%	56%	1%
Cohort Comparison		-75%				

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	60%	62%	-2%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	73%	63%	10%	64%	9%
Cohort Comparison		-60%				
05	2022					
	2019	58%	57%	1%	60%	-2%
Cohort Comparison		-73%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	46%	54%	-8%	53%	-7%
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	15	14	18	46	40	31				
ELL	30	44	30	34	49	32	32				
ASN	67	55		78	60						
BLK	32	41	36	40	49	27	20				
HSP	42	53	38	45	52	36	47				
MUL	43			36							
WHT	72	67		78	76		79				
FRL	34	42	32	38	47	33	27				
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	20	37	42	23	40	45	13				
ELL	39	46	40	44	42		40				
ASN	73			77							
BLK	46	47		32	38		50				
HSP	49	50	38	51	53	40	44				
MUL	33			38							
WHT	73	70		69	55		64				
FRL	43	49	33	41	49	40	38				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	32	52	43	20	52	50	12				
ELL	61	61	50	61	64	44	53				
ASN	88	82		94	91						
BLK	47	55	55	51	57	52	25				
HSP	60	61	50	56	56	38	47				
MUL	81	75		75	50						
WHT	81	75		81	72	64	67				
FRL	54	62	53	53	56	49	35				

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	48
Total Points Earned for the Federal Index	388

ESSA Federal Index	
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	45
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	74
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	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

After analyzing Grade 3-5 FSA data and fifth Grade PMA data, a number of trends emerged. When comparing the
19/20 and the 21/22 FSA Reading data, the two areas that have shown the greatest decline are 1) Gains made by our bottom 25% of students in reading and math, and 2) ELA proficiency across 3rd-5th grades. Students with Disabilities (SWD) were also one of the lowest performing subgroups in our FSA data. 5th grade Science proficiency has been the only area of improvement compared to the 19/20 data, but there is still room to improve in that area as well.

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

Based on our 21/22 FSA Scores, it was evident that the learning gains made by our bottom 25% of students in both math and reading demonstrated the greatest need for improvement. In 19/20, 55% of our students made a learning gain in ELA compared with only 37% of the bottom 25% of students making a gain in ELA in 21/22. Likewise, in 19/20, 48% of our bottom 25% of students made a learning gain in math, compared with only 35% of the bottom 25% of students making a gain in math in 21/22. NEED TO ADD ESE DATA COMPARISON.

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

When looking at the areas of need with our Students With Disabilities (SWD) and the bottom twenty-five percent, teachers were scaffolding and remediating to support these groups of students. This limited the amount of time that students were able to be exposed to and demonstrate proficiency to grade-level standards. Additionally, teachers reduced the amount of time spent in differentiated small group instruction.

New actions to be taken are: 1) Teachers will identify and track data in monthly data meetings for both their bottom 25% and SWD and 2) a renewed focus on intentional small group instruction that includes targeted remediation or enrichment activities for students based on their individual needs. This instruction will also focus on teacher-led small intensive instruction.

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

Our NGSSS Science proficiency improved 2% over the 2019-20 data.

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

The contributing factors to the increase in science proficiency were directly related to a school-wide science
education focus. The 5th-grade teachers also use cross-curricular science-themed articles in their reading block to expose students to more scientific concepts. Finally, using target practices such as Study Island helped to contribute to the students' overall understanding.

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

The main focus to accelerate learning in both our bottom 25% and SWD student groups is to maintain an intense focus on small group instruction. By providing coaching and training on how to meet the needs of these student groups, teachers will be able to better differentiate their instruction to focus on their specific deficiencies.

A final strategy will be to focus on MTSS data in a much more systemic manner. Monthly MTSS data meetings will take place that will specifically focus on students in need of Tier II or III interventions so that we can target their support in a fluid manner.

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 factors that will be targeted this year will be: 1) Common Planning meetings to support
the small group activities that will best focus on student learning for all groups of students,
2) Targeted professional development on small-group instruction and how to maximize learning both in the homeroom class and during their intervention time, and 3) support in the MTSS
data discussions so that teachers can more fully understand their individual students' needs and how to provide interventions to raise them closer to proficiency.

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

Ways that will be implemented to ensure sustainability are: 1) the creation of a data room and a monthly data meeting schedule that will become part of the instructional culture of our school, 2) focus walks by the leadership team that will break down feedback into specific components so that the feedback will be better received and more beneficial, and 3) PD calendar specifically focused on improving small group instruction throughout the school.

Areas of Focus

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

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#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.**	Students With Disabilities (SWD) have been our lowest performing subgroup on FSA and other state assessments, performing below English Language Learners (ELL) and other subgroups. For this reason, this is an area of focus for us to improve learning gains and proficiency in this group of students.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our goal is that learning gains improve in math and reading FSA scores by 5% and the proficiency in math and reading scores by 5% for this subgroup.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	During our monthly data meetings, Ms. Dariso, our MTSS coach, will calculate the overall performance for students on their unit assessments as well as monitor gains for the BOY, MOY, and EOY assessments throughout the year.
Person responsible for monitoring outcome:	LaRita Dariso (larita.dariso@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will be supported by administrators, instructional coaches, staffing specialist, and interventionists in the reviewing and analyzing of student data. Reporting groups will be set up within i-Ready to analyze each administration. Finally, CRM assessment data as well as MTSS Tier II and III data will be discussed on a monthly basis during MTSS data chats. Teachers will then design small group instructions according to individual student needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In order for teachers to accurately meet the needs of our Students With Disabilities, monitoring and discussing data on a consistent basis is necessary to direct instruction and support individual student 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.

Identify all Students With Disabilities and inform teachers of those students

Person Responsible	Crystal Sanford (crystal.sanford@ocps.net)

Set up Student With Disabilities groups within i-Ready to pull data.

Person Responsible	Lori Smith (lori.smith@ocps.net)

Review curriculum used by ESE resource teachers for math and reading remediation to ensure it is most efficiently meeting the needs of our SWD.

Person Responsible	Crystal Sanford (crystal.sanford@ocps.net)

Focus walk by administrators and leadership team once per quarter to judge the effectiveness of the strategies that teachers are using in the classroom and in the ESE resource room for our SWD.

Person Responsible   Doug Farley (douglas.farley@ocps.net)

Record and analyze all CRM assessment during PLC meetings, and identify areas of deficiencies that will need to be retaught during small group time.

Person Responsible   LaRita Dariso (larita.dariso@ocps.net)

#2. 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.	By placing an intense focus on small group instruction and establishing an understanding of expectations for the implementation, the identification of students' needs will occur and can be addressed. In targeting the specific needs of our students, overall students achievement and learning gains will increase. Specifically, we are addressing the learning gains for our bottom 25% students in reading and math content areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Currently, 50% of students in 3-5 are performing on grade level according to FSA ELA, and 54% of students in 3-5 are performing on grade level according to Math FSA. By strengthening and monitoring the effectiveness of small group instruction our percentage of students reading on grade level will increase to 60% performing on grade level in 3-5 and math proficiency will increase to 60%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Implement a classroom observation schedule and execute during intervention, small group, and core instruction. Use this data to provide specific and immediate actionable feedback to teachers with the intent of improving instructional practices.
Person responsible for monitoring outcome:	Doug Farley (douglas.farley@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	An intense focus will be on small group differentiated instruction. During PLCs, grade-level teams will meet weekly with administration and instructional coaches to develop and plan for instruction using and analyzing data from Cambria assessments, i-Ready and common unit assessments. Through this planning process, teams will work to target skills and strategies that will support the mastery of standards (proficiency).
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Differentiating instruction will improve student achievement by meeting all learners' 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 will plan collaboratively using the OCPS Scope and Sequence to ensure alignment with standards.
The "backward design" model for planning will be used to align the planning process with the use of formative data, differentiation of instruction, and monitoring for understanding.

Person Responsible	Doug Farley (douglas.farley@ocps.net)

Instructional coaches, teachers, and administration will meet weekly to analyze ELA /Math data trends to make instructional decisions about small group lessons and intervention groups. The administrative and the leadership team will monitor data through classroom walkthroughs, data chats, and an online data hub.

Person Responsible   Adasha Elmore (adasha.elmore@ocps.net)

Instructional coaches, teachers, and admin will meet monthly in the newly-created data room to discuss MTSS data to identify areas of needs for specific students in order to provide targeted interventions for each student.

Person Responsible   LaRita Dariso (larita.dariso@ocps.net)

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

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Description: Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially, and emotionally. Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address the following school needs: Ensuring the ELL students receive culturally responsive instruction to support their learning needs, and ensuring ESE students receive social and emotional support as they are receiving targeted support. Our school will implement the Positive Behavioral Interventions and Support (PBIS) to build a positive culture and climate within the school. These supports will also be made available to our parents and community through adopting Parent Engagement Nights that will showcase the strengths of the school and how the parents and community members can partner with the school to enhance their students' learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	1) Ten percent improvement in Panorama survey data results in student, staff, and parent responses. 2) Improving Early Warning Systems indicator data by sharing relevant data with teachers on a monthly basis.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	1) Quarterly social emotional learning surveys to students, staff, and families to monitor the culture and climate of the school, and to make adjustments as needed.

	2) Monthly teacher data meetings to discuss the bottom twenty-five percent and Students With Disabilities as it relates to systems of support and interventions for both academics and SEL.
Person responsible for monitoring outcome:	Doug Farley (douglas.farley@ocps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based Strategy: Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies, and deliberate school supports for families. Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/criteria used for selecting this strategy.**	Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a culture of social and emotional learning with families, staff, and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school

will
strengthen the integration of instructional
strategies and deliberate school supports
necessary for collective organizational
improvement and change.
Resources/Criteria: Research indicates
that for sustainable improvement efforts to
be
realized, collective ownership is necessary.
Through a distributive leadership model
our
school can implement efficient and
sustainable continuous improvement
practices that will
support the social, emotional, and
academic development of every student.

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

1) Implement a school-wide SEL curriculum (2nd Step)
Ensure a school team receives training on implementation of a school-wide SEL curriculum. Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum. Implement a school-wide SEL curriculum.

Person Responsible	Barbara Matthews (barbara.matthews@ocps.net)

2) Adopt PBIS framework across all grade levels.

Person Responsible	Adasha Elmore (adasha.elmore@ocps.net)

3) Establish quarterly Parent Engagement Nights to address SEL and academic topics.

Person Responsible	Barbara Matthews (barbara.matthews@ocps.net)

4) Collect quarterly SEL survey data from students, staff, and families

Person Responsible	Adasha Elmore (adasha.elmore@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

Our K-2 performance, based on the End-of-Year (EOY) showed the following levels of proficiency: 1) KG - 72% proficient, 2) 1st Grade - 54% proficient, and 3) 2nd Grade - 62% proficient. The school will continue to focus on: 1) foundational skills to support reading for understanding in KG-2nd Grade, 2) Develop awareness of the segments of sounds in speech and how they link to letters, and 3) Teach students to decode words, analyze word parts, and write and recognize words.

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

Our Grades 3-5 performance, based on the FSA ELA test showed the following levels of proficiency: 1) 3rd Grade - 46% proficient, 2) 4th Grade - 47% proficient, and 3) 5th Grade - 58% proficient. Our focus this year will be to raise the proficiency in each grade level to a minimum of 50% at the proficiency level for 3rd and 4th grades, and to maintain at least 58% proficiency in 5th grade. We will do this with an intense focus on small group instruction. For Grade 3, the school will focus on: 1) foundational skills to support reading for understanding in KG-2nd Grade, 2) Developing awareness of the segments of sounds in speech and how they link to letters, and 3) Teaching students to decode words, analyze word parts, and write and recognize words.
For Grades 4-5, the school will focus on: 1) Providing reading interventions in small-group setting with a focus on building students' decoding skills so they can read complex multisyllabic words and complex texts.

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)

We will continue to strive to maintain the levels of proficiency attained last year. These are: 1) KG - 72% proficient, 2) 1st Grade - 54% proficient, and 3) 2nd Grade - 62% proficient.

Grades 3-5: Measureable Outcome(s)

For Grades 3-5, our measurable outcomes will be: 1) 3rd Grade - raise to 55% of the students being proficient on the FSA ELA with less than 15% scoring a level 1, 2) 4th Grade - raise to 55% of the students being proficient on the FSA ELA with less than 12% scoring a level 1, and 3) 5th Grade - maintain 58% of the students being proficient on the FSA ELA with less than 10% scoring a level 1.

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.

Monitoring to meet or exceed these goals will consist of:
1) Weekly reading walkthroughs by administrators

2) Monthly data meetings by area including the MTSS Problem-Solving Teams and learning community leadership to review FAST progress monitoring assessments, iReady 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.

Farley, Doug, douglas.farley@ocps.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

For Grades KG-3, the following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade:
Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters;
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
For Grades 4-5, the following IES Practice Guide Recommendation meets ESSA strong level of evidence requirements :Providing Reading Interventions for Students in Grades 4-9:
Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words.
These all align with the district's K-12 Comprehensive Evidence-based Reading Plan and align to 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?

To achieve these aims, the school will implement the following resources:
1) Foundational skills on the District-Provided CRM Slides that teach students to decode words, analyze work parts, and write and recognize words.
2) Heggerty that develops awareness of the segments of sounds in speech and how they link to letters
3) SIPPS which teaches students to decode words, analyze word parts, and write and recognize words.

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 Literacy leadership team meetings, where data are analyzed and action steps implemented and monitored.	Farley, Doug, douglas.farley@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.	Smith, Lori, lori.smith@ocps.net
Schools develop their professional learning plans based on the needs of their schools. These plans include specific supports for teachers based on progress monitoring data.	Elmore, Adasha, adasha.elmore@ocps.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

In order to establish a positive school culture and climate, our school engages in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, we use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, we use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from our school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with our broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership collaborates with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and districtwide opportunities focused on building capacity in families to support continuous school improvement and student success. We strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

1) Douglas Farley (Principal) establishes distributive leadership to ensure all stakeholders are supporting a positive school culture and environment.
2) Adasha Elmore (Assistant Principal) oversees PBIS and staff culture building initatives.
3) Barbara Matthews (School Counselor) oversees SEL initiatives, Monthly Character Trait Education, and community outreach.