Chickasaw Elementary

leadership
analysis
students
Florida
mission
college and career
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2022-23 Schoolwide Improvement Plan

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Chickasaw Elementary

6900 AUTUMNVALE DR, Orlando, FL 32822

https://chickasawes.ocps.net/

Demographics

Principal: Xhuljeta Gjini

Start Date for this Principal: 7/21/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: B (54%) 2017-18: C (43%)
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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Chickasaw Elementary

6900 AUTUMNVALE DR, Orlando, FL 32822

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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	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	86%

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
Ledesma, Bethany	Principal	Bethany Ledesma is the instructional leader of our school. She provides on-going support to staff and students. With her guidance and direction, the leadership team is able to find solutions that best support our students and teachers in reaching success. She is an advocate for our school; she motivates and encourages staff, parents, and students to work collaboratively to achieve academic excellence. Her primary goal is the all-around success of our students, staff, and school.
Young, Tammye	Assistant Principal	Tammye Young is the assistant principal and works as an instructional leader while ensuring that operational functions of the school are at the highest level at all times to guarantee that students have the best learning environment possible. She assists in coordinating schedules, works closely with teachers through the PLC process, and monitors data to target areas needed for growth throughout the school year. She also evaluates teachers and provides specific feedback in areas of growth using the OCPS Instructional Framework.
Adames, Cynthia	ELL Compliance Specialist	Cynthia Adames is the curriculum compliance teacher and will provide all teachers with ESOL information and strategies to reach the needs of all students that are learning a second language. She will also provide a direct intervention for students in 3rd, 4th, and 5th grade that are new in the country with limited English. She monitors the Tier 3 ESOL students to ensure they are receiving the right curriculum and intervention to obtain achievable goals. She provides the parents with guidance, materials, and websites to support ELL students at home.
Bogosian-Boutwell, Paula	School Counselor	Paula Bogosian-Boutwell provides a comprehensive guidance program with a focus on prevention and intervention in accordance with the Marjory Stoneman Douglas Act. Students and families will also have access to school and community resources through the guidance program.
Beatty, Elizabeth	Instructional Media	Elizabeth Beatty helps support the global school goals by working to help students develop their literacy, critical thinking, and social skills as they learn how to access, assess, and use information as life-long learners. Through the use of the school integrated Accelerated Reader program, she helps build enthusiasm for reading and other content areas. She strives to turn the students into lovers of reading and avid seekers of knowledge.
Zayas, Emilie	Teacher, K-12	Emilie Zayas is a resource teacher with a focus on curriculum. Her duties include working with teachers to coordinate interventions for students who are struggling in reading or mathematics. She facilitates data meetings with teachers to review progress monitoring data and make decisions for instruction, including the students in the lowest 25%. Another responsibility includes working with small groups of students to increase their reading proficiency and close gaps. She utilizes the Leveled Literacy Intervention

Name	Position Title	Job Duties and Responsibilities
		system with these groups to track and improve reading proficiency and comprehension.
Olsen, Tiffany	Instructional Coach	Tiffany Olsen supports the teachers with instructional practices through coaching conversations, modeling, guided peer observations, professional development, and data analysis so that teachers can best support all students.

Demographic Information

Principal start date
Thursday 7/21/2022, Xhuljeta Gjini

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.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
4

Total number of teacher positions allocated to the school
29

Total number of students enrolled at the school
538

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

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	32	68	66	79	76	75	0	0	0	0	0	0	0	396
Attendance below 90 percent	13	33	25	32	27	23	0	0	0	0	0	0	0	153
One or more suspensions	0	0	2	0	1	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	4	2	15	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	3	4	3	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	11	21	0	0	0	0	0	0	0	40
Level 1 on 2022 statewide FSA Math assessment	0	0	0	7	20	32	0	0	0	0	0	0	0	59
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	8	14	20	0	0	0	0	0	0	0	43

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

Tuesday 7/26/2022

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	26	75	84	106	95	110	0	0	0	0	0	0	0	496
Attendance below 90 percent	16	22	25	40	34	42	0	0	0	0	0	0	0	179
One or more suspensions	0	2	2	1	1	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	2	23	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students with two or more indicators	0	0	2	1	3	17	0	0	0	0	0	0	0	23

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

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	26	75	84	106	95	110	0	0	0	0	0	0	0	496
Attendance below 90 percent	16	22	25	40	34	42	0	0	0	0	0	0	0	179
One or more suspensions	0	2	2	1	1	2	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	2	23	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	0	3	2	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	8	14	20	0	0	0	0	0	0	0	43

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	49%	56%	56%				59%	57%	57%
ELA Learning Gains	56%						52%	58%	58%
ELA Lowest 25th Percentile	50%						49%	52%	53%
Math Achievement	46%	46%	50%				62%	63%	63%
Math Learning Gains	54%						57%	61%	62%
Math Lowest 25th Percentile	51%						44%	48%	51%
Science Achievement	46%	61%	59%				54%	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	56%	57%	-1%	58%	-2%
Cohort Comparison		-58%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	46%	54%	-8%	56%	-10%
Cohort Comparison		-56%				

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	65%	62%	3%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	61%	63%	-2%	64%	-3%
Cohort Comparison		-65%				
05	2022					
	2019	44%	57%	-13%	60%	-16%
Cohort Comparison		-61%				

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	2	33	50	13	28	33	18				
ELL	49	56	55	40	53	45	38				
BLK	40	40		32	45		33				
HSP	52	58	53	46	54	53	48				
WHT	42	56		52	61						
FRL	47	55	45	43	54	52	41				

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	5			8	17		8				
ELL	39	41	27	26	37	55	21				
BLK	52			36							
HSP	44	47	40	30	30	46	34				
WHT	57			33							
FRL	40	40	33	28	31	53	30				

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	22	39	40	22	33	31					
ELL	44	52	49	52	51	47	36				
BLK	67	73		67	53						
HSP	57	52	50	61	56	51	51				
WHT	54	29		56	50		42				
FRL	57	51	49	58	54	38	53				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
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	50
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	38
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	54
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	53
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?

State assessment data shows that gaps are starting to close when comparing FSA data from the 2020-2021 school year to the 2021-2022 school year. All categories of the school grade increased in score to ultimately result in an overall increase of 10% for the final school grade. The FSA scores from the 2021-2022 school year are still not as high as the 2018-2019 school year but a continued focus on math and targeted student needs in small groups will continue the growth and progress towards maximum improvement.

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

Math continues to be the area of greatest need. When comparing FSA data between 2018-2019 and 2012-2022, math proficiency has the largest gap of 16 points.

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

Math fluency and understanding of number sense are areas of continued need. Identifying strategies to target math fluency as well as utilizing math fluency programs will assist with this area. Small groups during math block as well as targeted intervention groups will benefit students to clear up misconceptions and improve fluency needs to further their work on grade level core content. Small group work will be monitored by administration.

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

FSA data from the 2021-2022 school year showed a 23 point increase with regards to learning gains in mathematics when compared to the 2020-2021 school year FSA data. Math proficiency increased 16 points when comparing the 2020-2021 FSA scores to the 2021-2022 FSA scores.

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

The contributing factors for this increase were an increase in classroom walkthroughs to provide targeted feedback as well as the integration of math intervention time for students showing a large need.

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

Professional development and structured PLCs will be imperative to allow teachers the time to breakdown the new B.E.S.T. standards/benchmarks and truly understand the focus of each lesson.

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 will be continuous throughout the year to address the new B.E.S.T. standards/ benchmarks as well as sessions on the Wonders ELA curriculum and enVision math curriculum.

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

Tier I Intervention Teachers will assist teachers with small groups of students to target needs. The UCF SUBstantial Junior Internship pilot will be implemented in partnership with UCF to provide instructional stability which will allow support staff members consistency with their regular schedules.

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

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When reviewing data and comparing FSA data to the last year of greatest achievement, ELA proficiency is 9 points down when comparing 2018-2019 data to 2021-2022 data. ELA learning gains made great improvements and are higher when comparing the same data but overall proficiency is an area of need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	55% of K-5th grade students will achieve proficiency on the FAST PM 3 ELA assessment in Spring 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be done through results from FAST PM1 and PM2 as well as i-Ready diagnostics. Classroom walkthrough data will be analyzed to identify trends as well as evaluative observations utilized to provide specific feedback to improve teaching practices.
Person responsible for monitoring outcome:	Bethany Ledesma (bethany.ledesma@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Targeted planning through the PLC process will be utilized to fully understand the new B.E.S.T. standards/benchmarks to ensure teachers then deliver high-quality lessons. Professional development on both the B.E.S.T. benchmarks as well as the Wonders curriculum will be necessary for teachers to have a solid understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	New standards/benchmarks have been adopted and while much of the content will remain the same, there will be slight differences that are important for teachers to identify and target the knowledge necessary for students to gain. Common planning is critical to ensure equity across all students while also utilizing small group teaching to target the needs of individual students to close gaps.

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.

Common planning time 2 days per week to allow for teachers to explore resources to ensure high-quality lessons are developed and meet the needs of all students.

Person Responsible	Tiffany Olsen (tiffany.olsen@ocps.net)

Professional development focused on the Wonders curriculum and best practices of use in the classroom through teacher common planning time.

Person Responsible	Tiffany Olsen (tiffany.olsen@ocps.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When comparing math FSA assessment results from the 2021-2022 school year, math shows a lower proficiency percentage at 46% as compared to ELA at 50%. Math learning gains is also lower at 53% as compared to 56% for the same assessment. Much growth was achieved this year with regards to math but it is still lower when compared to ELA.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	55% of K-5th grade students will achieve proficiency on the FAST PM 3 math assessment in Spring 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will be done through results from FAST PM1 and PM2 as well as i-Ready diagnostics. Classroom walkthrough data will be analyzed to identify trends as well as evaluative observations utilized to provide specific feedback to improve teaching practices.
Person responsible for monitoring outcome:	Bethany Ledesma (bethany.ledesma@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Targeted planning through the PLC process will be utilized to fully understand the new B.E.S.T. standards/benchmarks to ensure teachers then deliver high-quality lessons. Professional development on both the B.E.S.T. benchmarks as well as the enVision curriculum will be necessary for teachers to have a solid understanding.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	New standards/benchmarks have been adopted and while much of the content will remain the same, there will be slight differences that are important for teachers to identify and target the knowledge necessary for students to gain. Common planning is critical to ensure equity across all students while also utilizing small group teaching to target the needs of individual students to close gaps.

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

Provide common planning time 2 days per week to allow for teachers to explore resources to ensure high-quality lessons are developed and meet the needs of all students based on the new B.E.S.T. standards

Person Responsible Tiffany Olsen (tiffany.olsen@ocps.net)

Professional development focused on the enVision curriculum and best practices of use in the classroom through teacher common planning time.

Person Responsible Tiffany Olsen (tiffany.olsen@ocps.net)

#3. Positive Culture and Environment specifically relating to Student Behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Self-Management is defined as how well students manage their emotions, thoughts, and behaviors in different situations. According to our Panorama Stakeholder survey results for the 2020-2021 school year, CES students rated Self-Management at 64%. This percentage shows a decrease of 3%, in comparison to last school year's rating in the area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By the end of the 2022-2023 school year, we will increase our students' rating in the area of Self-Management by 5%, (from 64% to 69%).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	CES will be implementing a school-wide discipline plan that will assist teachers build meaningful relationship with students, while managing their classroom behaviors. Teachers will utilize a Behavior Flow Chart that entails step by step interventions to address and manage classroom behaviors. The school-wide discipline plan is designed to ensure students, parents, teachers, and leadership team members work collaboratively to address student behaviors that help promote positive desired student outcomes.
Person responsible for monitoring outcome:	Tammye Young (tammye.young@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The CES discipline behavior team will progress monitor student behaviors quarterly to ensure students are utilizing Social-Emotional strategies to assist students with managing their emotions. As a result, the number of student discipline referrals will decrease.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework that is designed to improve and integrate data, systems, and practices that supports a positive student outcomes where all students succeed.

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.

CES Discipline Team will monitor this area of focus to achieve the desired outcome using the following strategies:

• Review of the Student Code of Conduct with students during discipline assemblies
• Implementation of Positive Behavior Interventions and Supports (PBIS)
• Implementation of the MTSS with a focus on student behaviors
• Implementation of the Warrior Store
• Quarterly tracking and monitoring student discipline behavior data
• Positive parent phone calls home
• Peer Mediation Groups
• Implementation of Restorative Practices through student behavior reflection logs
• Providing teachers with ongoing professional learning about Social Emotional Learning (SEL)
• Providing teachers with resources that support SEL in the classrooms to help build teacher/student relationships

Person Responsible   Tammye Young (tammye.young@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

According to the end of year i-Ready diagnostic from the 2021-22 school year, 41% of the 1st grade students were on or above grade level. The areas of greatest need according to this data are vocabulary and comprehension of informational text.

According to the end of year i-Ready diagnostic from the 2021-22 school year, 49% of the 2nd grade students were on or above grade level. The area of greatest need according to this data is vocabulary.

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

According to FSA results from the 2021-22 school year, 50% of the 4th grade students scored below a level 3. According to i-Ready end of year diagnostic, the areas of greatest need are vocabulary and comprehension of informational text.

According to FSA results from the 2021-22 school year, 58% of the 5th grade students scored below a level 3. According to i-Ready end of year diagnostic, the areas of greatest need are vocabulary and comprehension.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

According to FAST, 60% of 1st and 2nd grade students will demonstrate that they are on grade level based on the final progress monitoring.

Grades 3-5: Measureable Outcome(s)

According to FAST, 60% of 4th and 5th grade students will demonstrate that they are on grade level based on the final progress monitoring.

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.

Small group instruction will be an area of focus for all grade levels. Groups will be monitored through classroom walkthroughs with a form entry to track data. i-Ready data will also be utilized to track student progress.

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

Ledesma, Bethany, bethany.ledesma@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?

We will utilize i-Ready data as well as FAST data to identify student needs and areas of growth. Targeted instruction will be provided during small groups. Classroom walkthrough data will be collected and analyzed to identify needs during small groups.

Targeted planning through the PLC process will be utilized to fully understand the new B.E.S.T. standards/benchmarks to ensure teachers then deliver high-quality lessons. Professional development on both the B.E.S.T. benchmarks as well as the Wonders curriculum will be necessary for teachers to have a solid understanding.

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?

New standards/benchmarks have been adopted and while much of the content will remain the same, there will be slight differences that are important for teachers to identify and target the knowledge necessary for students to gain. Common planning is critical to ensure equity across all students while also utilizing small group teaching to target the needs of individual students to close gaps.

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
Common planning time 2 days per week to allow for teachers to explore resources to ensure high-quality lessons are developed and meet the needs of all students.	Olsen, Tiffany, tiffany.olsen@ocps.net
Professional development focused on the Wonders curriculum and best practices of use in the classroom through teacher common planning time.	Olsen, Tiffany, tiffany.olsen@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.

Chickasaw Elementary school has an invested interest in meeting the needs of our students, parents, faculty and staff. We currently have a Social Emotional Learning (SEL) Leadership team that supports our teachers, students and parents by providing them strategies to help assist with students that may be exhibiting signs of social-emotional stress or trauma. If additional support is needed, we refer students to our guidance counselor that is available as a resource to provide additional student services as needed. Our counselor also teaches social-emotional strategies and skills to students in small groups during the school day. We also have a Threat Assessment team that meets monthly to monitor and provide support to students identified as needing additional attention to maintain positive relationships, while ensuring the safety of your school. All of these components are essential to student academic performance and overall school improvement.

In addition, Chickasaw Elementary School currently uses Panorama Education Survey data to assist with building a positive school culture and environment. All of our Stakeholders have the opportunity to provide input and feedback that allows Chickasaw Elementary School to maintain a positive and safe school environment. Our faculty and staff participate in ongoing professional development learning that is designed to build and support a positive culture and school community. This year, we will utilize the outcomes from our student, staff, faculty and community survey data as a learning opportunity to enhance the development and growth of our learning community with the goal of sustaining a positive and healthy school culture and environment.

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

Chickasaw Elementary School stakeholders;

Administration, Teachers, Faculty, Staff, School Board Representatives
• Assists students, faculty and staff with increasing academic excellence
• Provides a positive and safe learning environment

• Progress monitors student data
• Supports students social and emotional health
• Promotes school safety
• Collaborates frequently with parents and community stakeholders

Parent Engagement Liaison
• Serves as a resource to families and community stakeholders
• Works closely with the District Office to support students and families with their academic needs
• Serves as a liaison to our Student Advisory Committee (SAC)
• Coordinates with our Partners in Education to supply resources to students, faculty, and staff

Student Advisory Council (SAC)/Parent Teacher Association (PTA)
• Serves as a resource to support student learning, growth and development
• Assist teachers with resources
• Assists with building school culture
• Helps support the schools' academic plan and progress monitoring